DOCUMENT RESUME

ED 353 146 SE 053 150

| | |
|---|---|
| AUTHOR | Gilmour, Margy; McGregor, Cathy, Ed. |
| TITLE | Birds. A Language Development Unit for Science. Life and the Environment: Living/Non-living Things. Grade Two. |
| INSTITUTION | Northwest Territories Dept. of Education, Yellowknife. |
| PUB DATE | 85 |
| NOTE | 161p.; For other documents in this series, see SE 053 148-149, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072. |
| PUB TYPE | Guides - Classroom Use - Teaching Guides (For Teacher) (052) |
| EDRS PRICE | MF01/PC07 Plus Postage. |
| DESCRIPTORS | Athapascan Languages; *Birds; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Eskimo Aleut Languages; Eskimos; Foreign Countries; *Fused Curriculum; Grade 2; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study |
| IDENTIFIERS | Northwest Territories |

ABSTRACT

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to birds. Following a section on resources (background information on birds, resources included with this unit--various pictures of birds, related English materials--magazines, lists of children's books about birds, teacher's resources, films, etc., and related native language materials), lesson plans on six topics (living/non-living things, appearance and behavior, habitat of birds, food, life cycle, and people and birds) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

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# Birds

## A Language Development Unit for Science
## Life and the Environment
## Living/Non-living Things

## Grade Two

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SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1985

## FOREWORD

Parents, educators, and students themselves all recognize the importance of language in the school curriculum. In order to have appropriate language programming, students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the program. Language programs should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Students in these communities need to gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring. The school program should also help those students extend their English proficiency by learning the language used in varied communication situations and the language necessary for success with the academic curriculum. The aim of language instruction, where applicable, and where possible, is to produce bilingual students.

Successful bilingual education requires good teaching in both languages. For many years northern educators have wrestled with the difficulties of teaching English with inappropriate commercial materials from the south. Teachers have been requesting assistance with how to most efficiently and effectively teach English as a second language/dialect. The Department of Education has determined that the Language Development Approach is the most suitable way to meet the needs of ESL/D students. The Department has developed these units for teachers to use in their classrooms. The Department therefore expects teachers to implement these units unless they can identify and justify to their Superintendent something more appropriate for their students.

E J Duggan

Ed Duggan
Assistant Deputy Minister
School Programs

## ACKNOWLEDGEMENTS

Special acknowledgement is made to Sally Stewart and Barbara Britton who developed many of the activity ideas and the original stories upon which this unit is based. Barbara Britton also put together the filmstrip which accompanies the unit.

Special acknowledgement is also made to Ed Hall, Supervisor, Conservation Education with the Department of Renewable Resources, GNWT, who provided the financial resources to develop the original unit and the filmstrip "Birds of the N.W.T."

Special acknowledgement is made to Jan LePrieur for activity ideas for Good-night, Owl!

A special note of thanks to Corlis Robinson for her patience and diligence in typing and retyping the unit.

Special acknowledgement is also made to Emma B. Pitcher who reviewed the unit for ornithological accuracy.

Refining the format of and brainstorming activity ideas for the Language Development units involved the assistance of many northern educators. Members of the Teacher Committee who helped develop and pilot sample units included:

Paula Stein
Kathy Zozula
Jeanette Ireland
Mark Stainer
Judy Knapp
Margaret Jones
Lynda Mann
Janet LePrieur
Carole Lane
Heather Nolsoe
Sister Mary Edward Recoskie
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## LANGUAGE DEVELOPMENT/SCIENCE UNITS

| SCIENCE THEME | GRADE/YEAR | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| LIFE AND THE ENVIRONMENT* | - - - - - - - - - LIVING/NON-LIVING THINGS - - - - - - - - - | | |
| | Arctic/Sub-Arctic Land Animals | Birds | Marine Mammals |
| | - - - - - - - - - - - - - - PLANTS - - - - - - - - - - - - - - | | |
| | - - - - - - - - - - - - POPULATIONS - - - - - - - - - - - - | | |
| | Polar Bears/Bears | Dinosaurs | Fish |
| MATTER AND ENERGY | Popcorn | Magnets | Water |
| | - - - - - - ENERGY and ENERGY CONSERVATION - - - - - - | | |
| EARTH, SPACE AND TIME ** | - - - - - - - - - - SUN, MOON AND SHADOWS - - - - - - - - - | | |
| | - - - - - - - - - - AIR AND AIR PRESSURE - - - - - - - - - - | | |

* Other animals are covered under Social Studies topics: Fall, Winter and Spring.

| | |
|---|---|
| Moose/Caribou | Seals |
| Beaver/Muskrat | Other fur-bearing animals |
| Rabbits | |

** Weather will be covered in a Science/Social Studies/Math unit.

## Topic A - Living/Non-living Things

1. What are the characteristics of living things?
2. What are the characteristics of non-living things?
3. What do living things need to survive?
4. Are birds living or non-living things?

## Topic C - Where Birds Live

1. Where do birds live? What do their homes look like?
2. Why do some birds live in different places at different times?

## Topic E - Life Cycle

1. What is the life cycle of a bird?
   i.e., hatched from an egg, grow, reproduce, die
2. How do birds' eggs vary?
   - size, shape, colour
3. Do birds resemble their parents when they are hatched?
4. How do birds care for their young?

**UNIT OVERVIEW**

**BIRDS**

## Topic B - Appearance and Behaviour

1. How are birds alike? How are they different?
   - physical appearance
   - ways in which they move and react
   - ways in which they communicate

## Topic D - Food

1. What foods do birds eat?
2. How do birds get their food?

## Topic F - People and Birds

1. How does the existence and behaviour of man affect the well-being of birds?
2. How does the existence and behaviour of birds affect the well-being of man?





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HOW TO TEACH THE BIRDS UNIT

How does the topic **Birds** relate to the curriculum?

The Elementary Science Program (1-3 and 4-6, 1985) contains several themes which include concepts related to animals. The following chart shows how the topics outlined on the General Concepts/Unit Overview sheet and the lessons in this unit relate to the concepts suggested in the curriculum guide.

| Curriculum Guide | Unit |
|---|---|
| **1.1 Living and Non-living Objects** | |
| 1. Objects are living or non-living on the basis of the following characteristics:<br>- need/don't need food and water<br>- grow/don't grow<br>- reproduce/don't reproduce<br>- die/don't die | Topic A - Living/Non-living Things<br>Lessons: Living and Non-living (Review)<br>Some Non-living Things Were Once Alive |
| **2.1 Properties of Living Objects** | |
| 1. Objects can be classified as living or non-living. | Topic A - Living/Non-living Things<br>Lessons: Living and Non-living (Review)<br>Some Non-living Things Were Once Alive |
| 2. Living things can be classified according to properties. | Topic B - Appearance and Behaviour<br>Lessons: Parts of Birds |
| 3. Plants differ from animals in specific ways relative to how they obtain food, how they react to stimuli, how they move, and how they reproduce. | Topic D - Food<br>Lesson: Food<br>Topic E - Life Cycle<br>Lesson: First Things First |
| 5. Animals live in many different habitats within an environment. | Topic C - Where Birds Live<br>Lesson: Migration<br>Nests<br>Birds in My Community |
| 6. Some animals reproduce young which resemble their parents. Other animals do not resemble their parents until mature. | Topic E - Life Cycle<br>Lessons: First Things First |

| | |
|---|---|
| 7. Plants move in response to stimuli whereas animals have locomotion. | Topic B - Appearance and Behaviour<br>Lesson: Adaptations of Bird Feet<br>Hi All You Birds! |
| **3.1 Populations** | |
| 2. The place of a population is its habitat. | Topic C - Where Birds Live<br>Lesson: Migration<br>Nests<br>Birds in My Community |
| 4. The existence and behaviour of living organisms affects the well-being of mankind and/or the overall life of the community and vice versa. | Topic F - People and Birds<br>Lesson: Conservation |
| **4.1 Adaptations to the Environment** | |
| 2. A structural adaptation may help an organism to survive. | Topic B - Appearance and Behaviour<br>Lessons: Adaptations of Birds Feet |
| 8. Organisms have structural adaptations to their environment. | |

Using the topic "Birds" as an organizing theme, this unit thus translates the concepts from the curriculum guide into a set of teaching lessons. As you can see from the chart that outlines all the Science units for grades one through three (page 1), other units cover additional aspects of the concepts related to life and the environment.

What part of my program is this unit?

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk and write about all subject areas in order to succeed in school. Most of the material in the "Birds" unit is related primarily to Science; it is therefore part of your Science program. It also contains lessons which emphasize language and concepts from other subject areas. At the beginning of each lesson is a statement which indicates which subject area that lesson emphasizes.

What are the goals of this unit?

The goals of this unit include:

- developing students' language proficiency. The purpose is to increase their storehouse of language items and meanings (vocabulary) and to build their intuitive knowledge of structures (sentence patterns). The intent is not to have students study how the language works or to analyze it.

- providing opportunities for students to use language in many different situations and for many different purposes.

- developing students' listening, speaking, reading, writing, and thinking skills. The thinking skills developed include the scientific process skills described in the science program guide.

- expanding students' knowledge of the science concepts related to the "Birds" topic.

What grade level is this unit?

Schools throughout the N.W.T. have different ways of organizing students into classes. There are classrooms which consist of:

- one grade
- two grades
- three grades

It is difficult to present a unit which teachers can use easily in all these different situations. The chart which outlines Science topics for grades one to three lists this unit under Grade One. You will find, however, that the unit includes some concepts which older students might handle more easily. You will also find that some of the language activities in the lessons are more suitable for older students. This was done to accommodate the range of abilities which exist even in classes which are supposed to be one grade level and also for those teachers who have multi-grade classrooms and want to teach the same unit to the whole class.

What else do I need to know before I teach this unit?

It is important to understand the Language Development Approach which forms the basis of this unit and the Language Development Framework which forms the structure of each lesson. Please read the explanation of them which follows

this section. It introduces the parts of each lesson and explains their purpose. Once you have read the description several times and taught a few lessons you probably will not have to read it for every unit.

How long should I spend on this unit?

The length of time you spend on each lesson and on the unit as a whole will depend in part upon what your students already know about the topic and how interested they are in it. As with any unit you teach, however, the success of this unit will depend largely upon your interest in and enthusiasm about the topic. If you make the lessons stimulating to students, they will want to spend more time studying the topic.

In general, it is more important to cover a few concepts well and ensure that students incorporate the language items for those concepts into their language repertoires than to cover everything in the unit. If students begin to lose interest in the topic, wind up what you are doing and start a new unit.

Which lessons do I teach?

This unit includes a number of lessons. As the person who knows your students and their needs best, you must decide which lessons are appropriate for your students and which are not. You may decide not to teach certain lessons because:

- students are not interested in that aspect of the topic
- students already know the language covered
- the language is too difficult or is not appropriate
- the concepts are too difficult or are not appropriate

The initial assessment activity on page 32 will help you identify which concepts and vocabulary students already know and therefore which lessons you can skip and which are more appropriate for you to teach. You might also want to check the students' cumulative files and/or discuss with other teachers which topics students have already covered. It is important to keep a record of which lessons you teach so that other teachers will not repeat that material in future years.

In what order should I teach the lessons?

You can teach the lessons in the order in which they appear in the unit or you can teach them in any order you think is appropriate for your students.

How do I adjust these lessons to meet the particular needs of my students?

The lessons in this unit are SAMPLE lessons. They provide an example of the kind of language and activities which are most appropriate to teach the concepts related to the topic. You may be able to teach them exactly as they appear here. If you feel some aspect of a lesson is not appropriate for your students, however, feel free to adapt it to meet their needs. In addition, you may wish to make up lessons of your own. Some of the most common ways in which you might need to adjust the lessons include changing the:

a) amount or type of vocabulary and/or sentence patterns in a lesson. You may need to make the language simpler or more difficult, depending upon your students' proficiency. You may want to introduce fewer or more vocabulary items or sentence patterns. Students who are more proficient may need to concentrate more on vocabulary than on sentence patterns.

b) number of listening and speaking activities. Students who speak little or no English or who are not familiar with a topic require extensive aural/oral practice. This is particularly true of Grade one students. You may want to delete reading and writing activities altogether for such students and substitute more listening and speaking activities. Also students who are having difficulty speaking need more listening practice. Students who are more proficient may not need as much listening and speaking practice.

c) kinds of activities suggested for listening, speaking, reading, and writing. The kinds of activities you can do depend upon your students' age, interests, abilities, needs, and language proficiency. Students with limited proficiency require more controlled Language Practice activities. Students who are more proficient can handle more open ended activities. Your preferred teaching style and the materials and equipment which are available to you also make a difference when you are

planning activities. You may want to change some of the activities to make them more suitable for your students. You may have to change others because you do not have the necessary resources.

d) sequence of activities suggested. Each lesson you teach should contain all three phases of the Language Development Framework: Concept Development/Language Exposure, Language Practice, and Application. You may want to alter the sequence in which you do the activities within each phase. This is particularly true if you have older students who are more proficient in reading and writing. They may need to do some of those activities along with the listening and speaking to keep their interest. This is not as likely for primary students.

e) language in which you teach the lesson. If you teach in a classroom in which a native language is the language of instruction and English is taught as a second language you will want to teach some of the lessons in each language. For students who are just learning to speak English, the language in some of the lessons is too difficult. Teach those lessons in the native language. In such situations, consider teaching the lessons as follows:

| NATIVE LANGUAGE (during Science or Social Studies) | ENGLISH (during ESL) |
|---|---|
| Living and Non-Living | Parts of Birds |
| Some Non-living Things Were Once Alive | Hi All You Birds! |
| Birds in My Community | The Sad Story of the Little Bluebird and the Hungry Cat (You might have to do this in native language) |
| Adaptations of Birds' Feet | |
| Migration | |
| Nests | |
| Food | Goodnight, Owl! |
| Conservation | Better Fly On, Owl! |
| | First Things First |
| | Eggs, Eggs, Eggs |

If you teach in a classroom in which English is the language of instruction you will teach all of the lessons in English. In such situations, you might teach some lessons during your Science and Social Studies periods and others during your Language Arts periods. If your students are not very proficient in English you may want to omit some lessons altogether. For example:

| Science | Social Studies | Language Arts |
|---|---|---|
| Living & Non-Living | Birds in My Community | Hi All You Birds! |
| Some Non-Living Things Were Once Alive | Migration | The Sad Story...* |
| Adaptations of Birds' Feet | Conservation | Goodnight, Owl! |
| Nests | | Better Fly On, Owl! |
| Food | | First Things First |
| Parts of Birds | | Eggs, Eggs, Eggs |

* You might omit this one altogether

How do I group students?

If you want to teach one lesson to the whole class, you can do Concept Development activities with everyone in most instances. They have been designed to be done with all students. Then you can group students for Language Practice activities according to their needs and abilities. Students who require listening and speaking practice can work with the teacher, a classroom assistant, a tape recorder, or a language master while other students do related reading and writing activities. In this way you can work with the whole class on the same lesson, but students can perform at their own individual skill levels.

Sometimes you may want to group students and teach each group a different lesson. You could organize these groups in at least two ways:

1) include students with different levels of proficiency in each group. The students who are more proficient serve as models for less proficient students. Teach each group a different lesson;

   e.g., group A: Living and Non-living
   group B: Some Non-living Things Were Once Alive

   and have students share their work with each other.

2) include students with similar proficiency levels in each group. Teach each group a lesson using material at their proficiency level.

e.g., group A: Hi All You Birds!
group B: The Sad Story of the Little Bluebird and the Hungry Cat

What kind of preparation do I need to do before teaching a lesson?

First of all, you should read over the lesson so that you are familiar with it and with the materials you require to teach the lesson.

Secondly, you should make sure you have all your materials ready, even if it means delaying the introduction of a unit or lesson for several days. This includes whatever resources you require for the Concept Development activities, as well as Language Practice materials: vocabulary cards, pictures, sentence strips, etc.

Initially it may seem as if there is a lot of preparation for each lesson, but one lesson may take several days to teach and most lessons use the same materials over and over again in different ways. Students in small groups use many of the materials from Concept Development activities during Language Practice. Many illustrations that you need for the lessons have been included. (You may have to adjust the size of some to make stencils or other resource materials.) If you work in a school where more than one teacher is using the units, perhaps you can share the preparation work required. Older students often enjoy making things like sentence strips after school as well.

How do I schedule a lesson on my timetable?

Because the lessons emphasize language related to different subject areas, you may want to teach them during various subject periods. This means you may be working on two or three lessons at the same time, each during a different subject.

As you plan, keep in mind that one lesson is not necessarily equivalent to one day's work. You will require several days to cover most lessons. You need this amount of time to make certain students internalize new language items. The chart below shows how you might teach "Parts of Birds" during your Science period over a week.

Key

CD/LE = Concept Development/Language Exposure
LP = Language Practice
APP = Communicative Application
(L) = Listening activity
(S) = Speaking activity
(R) = Reading activity
(W) = Writing activity

"PARTS OF BIRDS"

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| CD/LE #1 | CD/LE #1&2 (review) | CD/LE #4 | LP #5b(S/R) | LP #8 (R/W) |
| #2 | #3 | LP #4 (L/S) | #6 (R) | APP. |
| LP #1 (L) | LP #2 (L) | #5a(S/R) | #7 (w) | |
| | #3 (L/S) | | | |

How do I evaluate student progress in this unit?

Initial Assessment

The initial assessment activity (see page 32) which you do with the students before any of the lessons will help you determine which concepts and language students already know and which they need to learn.

Ongoing Assessment

It is important to continue assessing students' success in mastering language items, skills and concepts throughout the unit. Each phase of the framework provides opportunities for assessment. During the Concept Development/ Language Exposure activities you can informally assess students' understanding of new concepts through observation. Watch to see which students have difficulty matching new language items with the appropriate objects or meanings. It is important to ensure that all students understand new vocabulary and sentence patterns before starting Language Practice activities.

The nature of the Language Practice activities allows you to assess individual student performance of listening, speaking, reading, and writing skills. You can decide which activity to do next based on student performance in the previous activity. Those students who have difficulty with aural/oral activities require extensive practice before doing reading and writing.

The Application activities have been designed to give you an opportunity to determine how much of the language for that lesson students have learned. You can also determine whether students understand the language and concepts.

In addition to observing students during lesson activities, sometime during the course of the unit each student should have a personal conference with you to review work from various lessons. The one-to-one nature of this meeting allows you to determine more effectively:

1. specific weaknesses and strengths in listening, speaking, reading, writing skills,
2. comprehension of and proficiency using new language items,
3. topics and areas within a topic of particular interest to the student.

For the student this meeting serves as an important opportunity to articulate his thoughts and feelings about the topic, share his work with an interested adult, and identify future projects and directions in his work. You can use the conference to take an in-depth look at one piece of independent reading/writing, to teach skill lessons needed to support and encourage student efforts, and to determine appropriate activities for future lessons.

Final Assessment

The culminating activities provide further informal assessment opportunities. During these activities students use all the concepts, skills and language they have learned throughout the unit. In addition, you may want to use your own assessment techniques or instruments to determine what students have learned. There are examples of simple evaluation activities on page 129.

What kind of records should I keep for this unit?

You will want to keep records for yourself of individual students' progress and mastery of skills, concepts and language. These records can be a combination of anecdotal notes based on observations, check lists, formal or informal tests, taped samples of students' speech and reading, and samples of written work.

Students should also be responsible for keeping records of what they have accomplished. They can keep lists (poems they have learned, stories they have read, books they have written), journals, and their own samples of speech, reading, and writing.

You will find more detailed information on evaluation and record keeping in the ESL/ESD Language Development Guidebook.

Finally, it is also important to keep a list for the next teacher of which units you have taught and which concepts have been covered in those units. Hopefully this will prevent those groans of "We did that last year" or even worse "We've done that every year since grade one!"

## INTRODUCTION TO THE LANGUAGE DEVELOPMENT APPROACH

This unit consists of lessons which illustrate how to implement the Language Development Approach in the classroom. In order to use these lessons most effectively, it is important to be familiar with and understand:

a) the principles which form the basis of the approach, and
b) the methodological framework which provides the structure for the lessons and applies the principles to teaching practice.

The following is a brief explanation of the principles and the framework. For a more in-depth discussion of both, refer to the appropriate sections in the Language Development ESL/ESD guide.

### PRINCIPLES

The Language Development Approach draws on elements of many approaches to teaching second languages and English language arts and integrates these to form a broad set of principles regarding language teaching. These principles include:

1. **Students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the school language program.** The program should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Such students gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring, and help them learn the English used in other communication situations and the language necessary for success with the curriculum. The aim of language instruction, where applicable, and where possible, is to create bilingual students.

2. **Students need to learn to articulate for themselves and to communicate their thoughts, feelings, needs, opinions, and intentions for a variety of purposes in many different communication contexts.** They need to be able to understand, learn from and respond to the communication of others. This involves being able to:

a) express and inquire about personal needs, desires, feelings
b) socialize
c) direct
*d) express and find out intellectual attitudes
*e) impart and seek factual information on past and present experiences
*f) reason logically
*g) predict
*h) project
*i) imagine

* Success in school depends largely upon the students' abilities to use language in these ways.

3. **ESL/ESD students need to spend more time learning to speak English than they do learning about English.** Until students have an extensive language repertoire, and can use language for a variety of purposes and in many different situations, they are not ready to analyze language. When students have developed an intuitive grasp of how English works, they can begin to study language concepts and how to apply them.

4. **Students need to learn language, but they also use language to learn.** Therefore, language should be taught across the curriculum. Whether students are learning a subject in their first language or in a second language, the development of each student's language skills is essential to achievement in the subject.

5. **Students need to learn language that is meaningful.** It is easiest to accomplish this when teaching language in a context. Therefore, all teachers, in all subject areas, must attend to concept development. Without adequate concept development, the language students learn is either vague or devoid of meaning.

6. **Students need to learn to develop their thinking skills and to engage in more abstract levels of thought as they mature.** They must learn the

language that allows them to express their thinking about concepts. Initially, they need to learn concrete vocabulary and functional sentence patterns as they learn to recall, match, sequence, classify, etc., during activities. Eventually they need to learn more abstract terms and more complex sentence patterns as they grow in their ability to think more abstractly: generalizing, analyzing, imagining, predicting, and evaluating.

7. **Students need to participate in language activities that integrate the language strands of listening, speaking, reading, and writing.** When these strands are taught in isolation from each other in the guise of subjects such as spelling, phonics, grammar, reading, etc., student learning becomes fragmented. Students have difficulty understanding the relationships among listening, speaking, reading, and writing and lose the benefit of one or more strands preparing for and/or reinforcing growth in another e.g., discussion and brainstorming which involve listening and speaking prepare students for writing. First and second language programs should therefore integrate listening, speaking, reading, and writing skills. Specific skills taught will vary with the proficiency level of the students. In the initial stages reading and writing activities should use only language students have internalized already through aural/oral work. Strong oral proficiency is a pre-requisite to learning to read.

a) The successful reader relies on three language cue systems:

- grapho-phonemic
- semantic-associational
- syntactic

The ability to use the latter two systems is a function of oral language proficiency. The greater the oral proficiency or degree of internalized language of the student in either his first or second language, the more able he is to use the latter two systems. Reading instruction should not emphasize the use of the grapho-phonemic system to the exclusion of the semantic associational and syntactic systems.

b) The successful writer also relies on three cue systems. He must possess a meaning base on which to draw, a storehouse of vocabulary representing the meaning base (semantic-associational), and an intuitive sense of how the English linguistic system works (syntactic). Mechanical skills (grapho-phonemic) are just the tools which enable students to communicate knowledge more effectively.

8. **Students need to learn "real" language and how to use it in the natural situations in which it is required.** They need opportunities which involve productive interaction with others to learn to use language effectively. They cannot learn language by themselves in isolation from others, or through paper and pencil exercises.

Program content, classroom organization, and teaching techniques used to develop concepts and language and skills should:

a) reflect all of the above, and
b) vary according to:

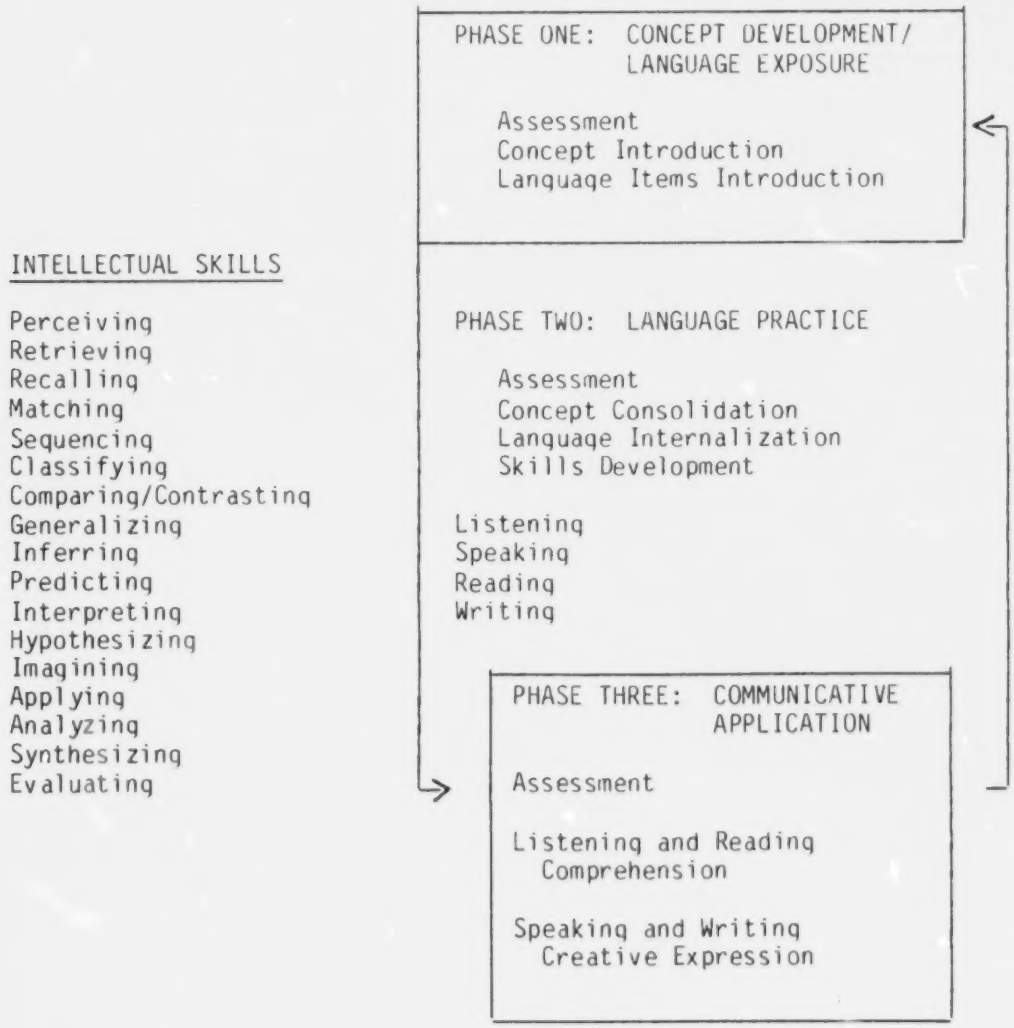
- the language proficiency of the students in the first and second language,
- cultural background (experiences, interests, and cognitive abilities),
- age/grade levels,
- type of topic,
- learning style of students,
- materials and equipment available,
- teaching style of teacher.

**FRAMEWORK**

The Language Development Approach uses the following framework to structure lessons involving language learning and conceptual development for all subject areas or for any topics of personal or cultural relevance and interest. The framework consists of three phases:

Phase One: Concept Development/Language Exposure
Phase Two: Language Practice
Phase Three: Communicative Application

**LANGUAGE DEVELOPMENT FRAMEWORK**
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)



**Phase One: Concept Development/Language Exposure**

At the beginning of this phase, it is important to assess what conceptual and linguistic knowledge students already possess for a topic. This assessment establishes the appropriate starting point for instruction and helps determine which concepts, experiences, and language items to emphasize.

During this phase, students participate in meaningful activities or experiences through which they learn new concepts related to the topic of study. As much as possible, these activities should involve direct, first-hand, active learning with concrete materials. Where necessary, i.e., a unit on space, indirect or analogous experiences (films, filmstrips) allow students to move beyond the confines of the immediate classroom to explore concepts associated with other times and places. These activities and experiences help students build bridges between what they already know and new concepts.

While they carry out the concept development activities, students hear and use the new language items that express the concepts. They learn to associate new vocabulary with the relevant objects or actions and to express the relationships among concepts with appropriate sentence patterns. It is essential that students learn the meaning of all new language items during this part of the lesson.

You may choose to use the students' native language during this phase when students have little or no English. You can conduct the assessment tasks in their first language to determine the extent of their conceptual knowledge. If the concepts are familiar, concentrate in ESL classes on teaching the related English language items. If the concepts are new, teach them to students in their first language and then introduce English language items. In classrooms where English is the language of instruction, have the Classroom Assistant explain difficult concepts in the students' native language to be sure they understand them.

**Phase Two: Language Practice**

In Phase Two, students use the new language items introduced in Phase One in a variety of activities that develop listening, speaking, reading, and writing

skills. Through intensive practice of items in a variety of ways, students come to "own" the new language, i.e., commit it to memory so that it becomes part of their permanent storehouse of language items. These activities also continue to strengthen the bond developed in Phase One between the new concepts and the language items that represent those concepts. While the whole class may participate in most of the Phase One activities, it is important to group students for language practice according to their language skills and needs. For students who are not proficient in English, use only language items that they are comfortable with aurally/orally in reading and writing activities.

**Phase Three: Communicative Application**

The final phase of the lesson sequence provides opportunities for students to use their acquired knowledge and language to communicate in a variety of situations. Students show they have understood the new concepts and can use the new language items as they interact with others. Activities involve students in listening, speaking, reading, and writing to solve problems, bridge an information gap, share information, complete a task, develop an arts and crafts project, share a finished product and explore related concepts and language. While carrying out these activities, the teacher can work individually with students to assess the extent to which they have mastered the concepts and language from the lesson.

In addition to the communicative application activities for each lesson, there are culminating activities at the end of each unit, which provide opportunities for students to use all the concepts and language they have learned throughout the unit. During these activities the teacher can meet with each student to review his/her work and what s/he has learned during the unit.

**Intellectual Skills**

An essential component of the framework is the development of intellectual skills. Learning new concepts and language involves thinking skills. On the other hand, the ability to think abstractly involves conceptual and linguistic knowledge..

A student who lacks the prerequisite basic experiential and linguistic knowledge for a topic cannot engage in activities that require him to apply or solve problems using that knowledge. In moving towards abstract levels of thinking students must:

- acquire simple and concrete concepts and the corresponding labels,
- see patterns and relationships among concepts and form progressively larger and more inclusive conceptual networks in the form of principles and generalizations,
- apply the principles and generalizations to new situations, and
- analyze, synthesize, and evaluate old and new knowledge to solve problems.

In the Concept Development/Language Exposure phase, assessment activities establish whether or not students have basic building block concepts and language to engage in more abstract thinking about a topic. Subsequent activities fill gaps and/or extend the students' background. The structured nature of Language Practice activities demands less high level intellectual activity. Answers are more convergent in nature, the information readily provided or available. However, Communicative Application activities require divergent thinking. Students draw on what they already have learned during the previous two phases to bridge an information gap or solve a problem.

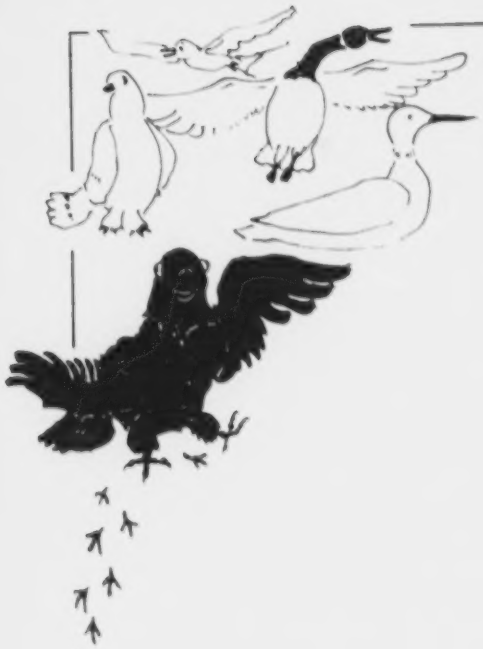
**USING THE FRAMEWORK**

**The Language Development Framework:**

- helps students acquire a conceptual background about a topic,
- helps students acquire language to express their knowledge about that topic, and
- provides opportunities for students to use their knowledge and related language in a variety of situations and,
- provides opportunities for students to engage in higher levels of thinking.

The framework forms the basis for the following lessons. Keep in mind that the techniques and activities you use with students depend upon many factors:

- cultural background of students
- learning style of students
- age level of students
- proficiency in English
- type of topic
- materials and equipment available, and
- preferred teaching style of teacher.



**RESOURCES: BACKGROUND INFORMATION ON BIRDS**

1. Birds of Prey of the Northwest Territories
   Arctic Wildlife Sketches
   Dept. of Renewable Resources, GNWT, 1981

2. Teaching Notes - Arctic Wildlife
   Snowy Owl
   Loon
   Ptarmigan
   Birds of Prey
   Department of Education, GNWT, 1980

## RESOURCES INCLUDED WITH THIS UNIT

**Pamphlets/Books**

"Whooping Crane"
"Eskimo Curlew"
Endangered Canadian Wildlife Pamphlet Series
Committee on the Status of
Endangered Wildlife in Canada, 1979

**Filmstrip**

"Birds of the N.W.T."
Department of Renewable Resources, GNWT, 1985

**Resources to accompany lessons:**

Living and Non-living
- pictures of birds flying, swimming, diving, eating

Parts of Birds
- pattern pieces for raven

Birds in My Community
- pictures of some common N.W.T. birds (used in other lessons as well)

Adaptations of Birds' Feet and Goodnight, Owl!
- pictures of different birds
- pictures of different kinds of birds' feet

Better Fly On, Owl!
- book: Better Fly On, Owl!

Migration
- migration map

Food
- pictures of different foods birds eat

First Things First
- pictures of sequences of two objects
- pictures of nest sequence

Eggs, Eggs, Eggs
- pictures of different kinds of eggs
- pictures of animals and their eggs

## RESOURCES: RELATED ENGLISH MATERIALS

### Magazines

Refer to back issues of Owl, Chickadee, Ranger Rick, Your Big Back Yard, etc.

### Children's Books

The Farmer and His Magic Goose
The Fox and the Crow
Aesop's Fables
FEP International Pte. Ltd., 1980

The Ugly Duckling
Andersen, Hans Christian
Scroll Press, 1971

Duck in the Park, Duck in the Dark (A Magic Circle Book)
Begley, Eve
Ginn and Company, 1974

The Strange Disappearance of Arthur Cluck
Benchley, Nathaniel
Harper and Row, 1967

The Man Who Could Call Down Owls
Bunting, Eve
Macmillan, 1984

The Nest Book
Daly, Kathleen N.
Western Publishing Company, Inc., 1968

Story About Ping
Flack, Marjorie

Filling the Bill
Fisher, Aileen
Bowmar, 1973

Henny Penny, Scholastic Book Services, 1968
The Little Red Hen, Scholastic Book Services, 1973
Galdone, Paul

Migrating Birds
Gill, Peter
Dinosaur Publications, 1982

Birds at Night
Gans, Roma
Thomas Y. Crowell Co., 1968

Chickens Aren't the Only Ones
Heller, Ruth
Grosset and Dunlap, 1981

Good-night Owl!, Macmillan, 1972
Rosie's Walk, Collier Books, 1968
Hutchins, Pat

Birds You Can Watch
James, Albert
Macdonald Educational Ltd., 1974

The Happy Egg
Krause, Ruth
Scholastic Book Services, 1967

10 Big Ravens
A Raven in a Garbage Can
The Lac La Martre Reader Project, 1984

Owl At Home
Lobel, Arnold
Scholastic Book Services, 1975

Birds and Migration
Macdonald First Library
Macdonald Educational Ltd., 1971

Birds
MacLean, Diana
Macdonald Educational Ltd., 1980

Make Way for Ducklings
McCloskey, Robert
Viking Press, 1941

The Beautiful Egg (A Satellite Book)
McCrea, James and Ruth
Holt, Rinehart and Winston, 1973

Migration
McInnes, John and Murray, William
Thomas Nelson & Sons Ltd., 1973

Chicken Feathers (A Satellite Book)
Myers, Bernice
Holt, Rinehart and Winston, 1980

The Bird
Nash, Pamela
Modern Curriculum Press, 1983

Baby Birds and How They Grow
Animals That Build Their Homes
National Geographic Society

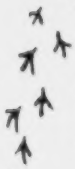
Goose Lays an Egg
Hullaballoo for Owl
Piers, Helen
Methuen Educational Ltd., 1968

The Sad Story of the Little Bluebird and The Hungry Cat
Preston, Edna Mitchell
Four Winds Press, 1975

Out of an Egg
Ramsbottom, Edward and Redmayne, Joan
Modern Curriculum Press, 1983

From Egg to Bird
Reidel, Marlene
Carolrhoda Books, Inc., 1981

Three Ducks Went Wandering
Ron Roy
Scholastic Book Services, 1979



Have You Seen My Duckling?
Tafuri, Nancy
Greenwillow, 1984

This Is The Way I Go: I Fly
Taylor, Jenny and Ingleby, Terry
Academic Press Canada, 1965

Birds
Thompson, Brian
Longman Group Ltd., 1971

The Loon's Necklace
Toye, William
Oxford University Press, 1977

Birds, Oxford University Press, 1967
The Little Wood Duck, Oxford University Press, 1972
The Nest, Oxford University Press, 1983
The Apple Bird, Oxford University Press, 1983
Wildsmith, Brian

Seven Eggs
Hooper, Meredith
Harper & Row, 1985

Round Robin
Kent, Jack
Prentice-Hall, Inc., 1982

The following list suggests reader stories related to the topic "Birds."

| Company | Series | Date | Reader Title | Story Title, Page, Grade Level |
|---|---|---|---|---|
| Gage | Expressways | 1977 | Cartwheels | Zama's Talking Bird - p.62 (2+) (crow, parrot) |
| | | 1977 | Trampolines | What Makes a Bird a Bird? p.25 (3+) |
| | | | | Birds of Canada - p.31 (3+) |
| | | | | Who Needs a Fork - p.40 (3+) |
| | | | | The Princess Swan - p.46 (3+) |
| Nelson | Language Development Reading | 1977 | Treasure Chest | Trouble With Trumpet - p.36 (3+) (swan) |
| | Language Development Reading | 1977 | Wonder Time | Mighty Mites Adventures - p.34 (3) (Canada Geese) |
| Ginn & Co | Starting Points | 1977 | Feather or Fur | Building a Bird Feeder - p.52 (teacher read) |
| | | | | The Visitor - p.54 (3) |
| | | | | Birds Here and There - p.62 (teacher read) |
| Harper & Row | Basic Reading Program | 1966 | From Fins to Feathers | How The Hummingbird Helps Himself - p.55 (2+) |
| Holt, Rinehart & Winston | Language Patterns | 1968 | Silver Steps Revised | Ostriches - p.32 (2+) |
| Gage | Language Experience Program | 1970 | Out and Away | Knocker, the Gull - p.320 (2+) |
| | | 1970 | Follow Me | Mr. Muddle and the Birds - p.205 (1+) |
| Ginn & Co | Enrichment Series | 1962 | Ranches and Rainbows | Chipper, the Sparrow - p.141 (2+ to -3) |
| Ginn & Co | Ginn 360 | 1970 | The Dog Next Door | Sylvester Jones and the Voice in the Forest - p.83 (2+) (quail) |
| Nelson | Reading for Meaning | 1957 | On We Go | A Running Bird - p.65 (2+) (ostrich) |
| | | | | Our Friend, the Catbird - p.232 (2+) |
| Gage | Reading for Independence | | What Next? | Watch the Jay Bird - p.53 (2) |
| Gage | Basic Reader | | More Friends and Neighbours | Friends for a Farmer - p.64 (2+) |

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| | | | | |
|---|---|---|---|---|
| Gage | Basic Reader | | More Friends and Neighbours | Home Wanted - p.86 (2+) |
| Gage | Open Highways | 1968 | Moving Ahead | The Mailbox Birdhouse - p.48 (2+) |
| Ginn & Co | Journeys | 1984 | That's Good, That's Bad | Chicken Forgets - p.51 |
| | | | Head In, Head Out | Baby Chick - p.48 |
| | | | | The Chick and The Duckling - p.49 |
| | | | | Crack! - p.52 |
| | | | Pick a House | Look At Me - p.4 |
| | | | Far Away and Long Ago | Sing a Song - p.6 |
| | | | | Song - p.15 |
| | | | | The Singing Bird - p.16 |
| | | | | Things That Sing - p.25 |
| Holt, Rinehart & Winston | Impressions | 1984 | Catch a Rainbow | Goodnight Owl - p.67 |
| | | | Good Morning Sunshine | Do Little Chicks Pick Up Sticks? - p.75 |
| | | | Fly Away Home | He Took a Fresh Egg - p.32 |
| | | | | The Baby Beebee Bird - p.33 |
| | | | | Tongue Trouble - p.50 |
| | | | | Henny Penny - p.53 |
| | | | When the Wind Blows | Six Little Ducks - p.8 |
| | | | | The Chick and The Duckling - p.102 |
| | | | East of the Sun | The Rain Puddle - p.43 |
| | | | | Where Can Red-Winged Blackbirds Live? - p.64 |
| | | | | Winter Is On Its Way - p.146 |
| | | | | Chicken Forgets - p.158 |
| | | | | The Guest - p.206 |
| | | | West of the Moon | Daniel's Duck - p.58 |
| | | | | Barn Owl - p.89 |
| | | | | Owl Questions - p.98 |

## Teacher Resources

Arctic Animals
Jonquil Graves and Edwin Hall
Department of Renewable Resources, 1985

Master Guide to Birding
Bull, John and Farrand, John Jr.
Alfred A. Knopf, 1983

Feeding Wild Birds in Winter
Dobson, Clive
Scholastic Book Services

Field Guide to the Birds of North America
National Geographic Society, 1983

The Birds of Canada
Godfrey, W. Earl
National Museums of Canada, 1979

A Field Guide to the Nests,
Eggs and Nestlings of North American Birds
Harrison, Colin
Collins, 1978

The Canadian Shield
Moon, Barbara
Jack McClelland, 1970

A Field Guide to Western Birds
A Field Guide to the Birds
Peterson, Roger Tony
Houghton Mifflin Company

Canadian Songbirds and Their Ways
Trudy and Jim Rising
Tundra Books, 1982

A Guide to Field Identification - Birds of North America
Robbins, Chandler S; Brunn, Bertel; Zim, Herbert S.
Golden Press, 1966

The Birds of Alberta
Salt, W. Ray and Jim R.
Hurtig Publishers, 1976

The Arctic Coast
Wilkinson, Douglas
Jack McClelland, 1970

## Films, Filmstrips and Slides

The Boreal Forest (filmstrip/cassette)
The Tundra (filmstrip/cassette)
Goldi Productions

Small Worlds of Life (filmstrip/cassette)
National Geographic Society, 1972

Life Cycles (filmstrip/cassette)
National Geographic Society, 1974

Vanishing Animals of North America (filmstrip/cassette)
National Geographic Society, 1975

Animals and How They Grow (filmstrip/cassette)
National Geographic Society, 1976

Birds and How They Grow (multimedia kit)
National Geographic Society, 1982

Learning and Instinct in Animals (filmstrip/cassette)
National Geographic Society, 1983

The Loon's Necklace (film)
Encyclopaedia Britannica

or

The Loon's Necklace (filmstrip/cassette)
Weston Wood, 1978

**Miscellaneous**

The Pedlar and His Hats (A Language Development Unit)
Department of Education, GNWT, 1983

Berry Picking (A Language Development Unit)
p.77 Who Will Help Me?
p.90 Don't Forget
Department of Education, GNWT, 1984

Migratory Birds (Multimedia kit)
Environment Canada & Department of Education, GNWT

The Wonder of Birds (Multimedia kit)
National Geographic Society, 1983

Arctic Wildlife (Posters of ptarmigan and snowy owl)

Birds of Prey (Poster)
Department of Information, GNWT

Flora and Fauna of the North (Picture set)
Department of Education, GNWT, 1974

Teaching Notes - Arctic Wildlife
Snowy Owl
Loon
Ptarmigan
Birds of Prey
Department of Education, GNWT, 1980

Arctic Birds (A Language Development Unit)
Jeanette Ireland
Dept. of Education, GNWT, 1984

Birds of Prey of the Northwest Territories
Arctic Wildlife Sketches
Dept. of Renewable Resources, GNWT, 1981

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## RESOURCES: RELATED NATIVE LANGUAGE MATERIALS

Dogrib Stories: The Raven and the Duck, by Louis Whane
The Giant Owl, by Madelaine Dryneck
Kwoo and Nohta and the Raven,
by Louis Whane
The Blind Man and the Loon, by Laiza Koyina
The Raven and the Bear Fat, by Laiza Tom

Dept. of Education, GNWT, 1983

Teaching Inuktitut to Grade 2 (Interim Edition)
Unit #27 - Arctic Birds
Dept. of Education, GNWT, 1983

Slavey Stories: Tatsǫ́ Łuecho Né?i
The Raven Steals the Whale

Dene Ke Tatsǫ́ Yéhdá Negerı́chú
The Raven Loses His Beak

Tatsǫ́ Ts'éku Hedenı́htł'é
The Raven Blackens The Women

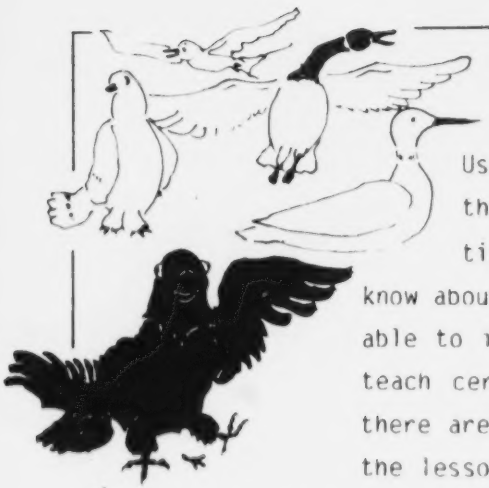
Tatsǫ́ Ekw'ę́ Nánéh?į
The Raven Hides The Caribou

Tatsǫ́ Sa Naarı́chú
The Raven Takes Back The Sun

Tatsǫ́ Nǫ́gére Gǫ́né Naarı́chú
The Raven Takes Back The Fox's Arm

Tatsǫ́ Dek'árı́hkwelé Yáı́hts'é
The Raven Cooks His Intestines

Fort Franklin Band Council, 1985

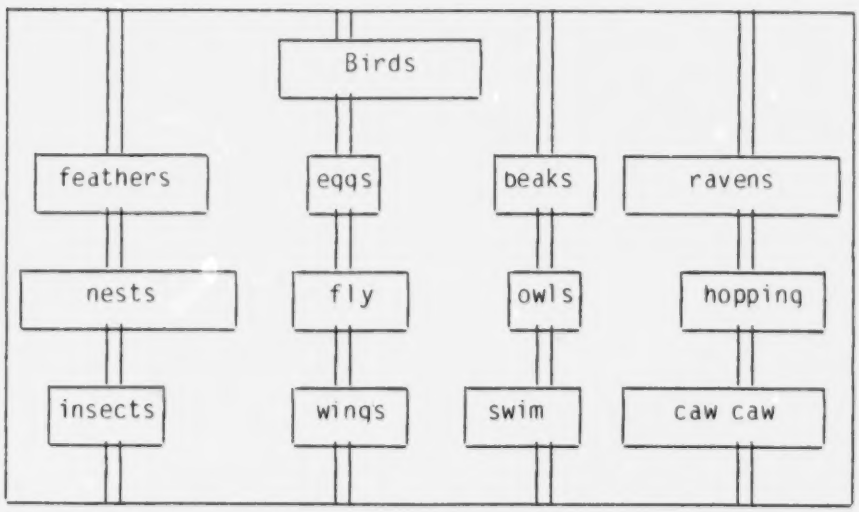


## INITIAL ASSESSMENT ACTIVITY

Use this initial assessment activity at the beginning of the unit to determine your starting point for instruction. It will help you find out what the students already know about the topic/concepts you intend to cover. You should be able to identify gaps in their knowledge which require that you teach certain lessons. On the other hand, you may find that there are concepts which they know well enough that you can skip the lessons which teach those concepts. This activity will also help you determine what vocabulary items students already have so that you can decide which language items to emphasize.

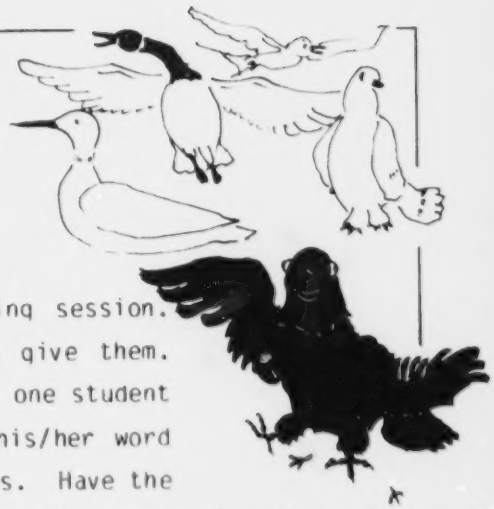
a) Brainstorming:

Ask students to tell you what they know about birds. Record all responses on cards and hang them on masking tape strips (sticky surface up) which you fasten to the chalkboard.




You may wish to direct students' thinking or prompt ideas if the responses are slow in coming by asking questions:

What birds live near _____?
How can birds move?
What sounds do birds make?
What do you want to find out about birds?
etc.



Chant all responses together as you point to the cards.

b) Categorizing:

Distribute the word cards from the brainstorming session. Be sure to tell students the words which you give them. (Give students only one card each to begin.) Ask one student to come to the front of the class and place his/her word card at the top of one of the masking tape strips. Have the student repeat the word to the class. Ask if there is anyone else who has a word that belongs with the first word. Have another student place his/her word card under the first. Have the student read the word and explain why it belongs with the first word. Give a title to these two cards which now form a category. Ask if anyone can start a new category. When students have placed all of the brainstormed words in categories, discuss the titles and change them if necessary. Chant the words in each category with students.

Transfer the words to a flow chart to provide a permanent reference, for example: (Your chart should have many more words than this.)

**Birds We Know**

ravens
owls
seagulls

**Parts of Birds**

beaks
feathers
wings

**How Birds Move**

fly
hopping
swim

**BIRDS**

**What Birds Eat**

insects
berries

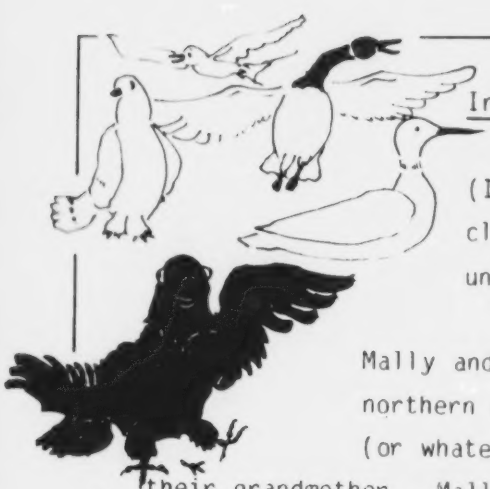
**Bird Sounds**

caw caw
cheep cheep

**Things to Find Out**

What are baby birds called?
How do birds fly?
How are birds' bones different from ours?

As you work on the unit, you may want to add any new information to the chart. At the end of the unit you can review the chart with students. Keep it as a reference for future use.



## Introducing Mally and Jonasee

(In the west substitute Mary and Jonas. For the sake of clarity Mally and Jonasee will be used throughout the unit.)

Mally and Jonasee are a sister and brother who live in a small northern community just like yours. Mally is 8 and Jonasee is 6 (or whatever age is appropriate for the class). They live with their grandmother. Mally and Jonasee go hunting and trapping on the land with their father whenever they can. Mally and Jonasee like school. They speak their own language at home and at school but they are also learning English. Mally and Jonasee are learning about birds. You can learn about birds with them if you like!

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| Science/Social Studies | Teacher's Notes |
| --- | --- |
| *1. Classify items according to living/non-living, then classify non-living items according to once alive/never alive.<br>*2. Talk about bird hunting experiences. How are birds killed? How can you tell if a bird is dead? | These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas. |

**ACTIVITY IDEAS**

TOPIC A: **LIVING/NON-LIVING THINGS**

| Math | Language Arts |
| --- | --- |
| | |

**Music, Poems, Stories**

*1. The Lego Bird
*2. The Ptarmigan Hunt

**Art**

*1. Make lego birds.

**Physical Education/Movement**

*1. Mime various birds actions.

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**Special Activities**

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## LIVING AND NON-LIVING (Review)

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

| | |
|---|---|
| * eat | * breathe |
| * drink | * die |
| * reproduce | * move |
| * grow | * react |

**English Sentence Patterns** (* actually developed in this lesson)

* _____ can _____.
* _____ can't _____.

A _____ is a living thing.
A _____ is a non-living thing.
Is a _____ a living thing? Yes, it is.
No, it isn't.

**English Language Concepts** (* actually developed in this lesson)

Contractions (can't)

**Special Materials Required** (See illustrations 4 and 5)

Pictures of birds eating, flying, swimming, etc.
Pictures of living/non-living things
Lego blocks

## The Lego Bird

By Sally Stewart and Barbara Britton

Jonasee was playing with his lego blocks. He made something special.
It had two legs and two wings. It was a bird.
"Mally, look at my bird," said Jonasee.
"That's a nice bird," said Mally.
"Mally, is a bird a living thing?"
"Yes," said Mally. "A bird is a living thing."
"My lego bird is a living thing too," said Jonasee.
"No, no, no," said Mally. "The lego bird is a non-living thing."
"A bird can breathe," said Mally.
"My lego bird can't breathe," said Jonasee.
"A bird can eat," said Mally.
Jonasee gave the lego bird some food.
"My lego bird can't eat," said Jonasee.
"A bird can drink," said Mally.
Jonasee gave the lego bird some water.
"My lego bird can't drink," said Jonasee.
"A bird can grow," said Mally.
Jonasee waited for the lego bird to grow.
"My lego bird can't grow," said Jonasee.
"A bird can move," said Mally.
Jonasee waited for the lego bird to move.
"My lego bird can't move," said Jonasee.
"A bird can react," said Mally.
Jonasee made a big noise. BOOM!
"My lego bird can't react," said Jonasee.
"A bird can reproduce," said Mally.
Jonasee looked for the lego bird's babies.
"My lego bird can't reproduce," said Jonasee.
"A bird can die," said Mally.
"My lego bird can't die," said Jonasee.
"You're right Mally, my lego bird is a non-living thing."
"CAW, CAW!" Mally and Jonasee looked out the window. A big black raven was flying by. It landed on the garbage can and started eating.
"A raven is a bird, and a bird is a living thing," laughed Jonasee.
"Right Mally?"
"Right Jonasee!"

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## Concept Development/Language Exposure

1. Introduce the vocabulary items using concrete examples where possible.

   e.g., Talk about the way you 'react' to various situations:

   If you are sad, you react by crying.
   If you are happy, you react by smiling.

   How do you react if you are mad?
   scared?
   cold?
   hot?

   (Students may already know many of these words, and may be able to act them out for you.)

2. a) Tell the story using visuals (outline figures of Mally and Jonasee, a Lego bird, and pictures of birds engaged in various living activities).

   b) Have students attempt to tell you all of the things that living things can do. Model their responses using the sentence pattern "Living things can _____."

3. Sort pictures of living and non-living things with students. Encourage students to justify their decisions.

4. Retell the story. Have students mime the actions of living birds. As a follow-up activity, have each student make a lego bird.

## Language Practice

L 1. Thumbs up/Thumbs down: Teacher makes statements. If they are true, students give "thumbs up" signal; if they are false, students give "thumbs down" signal.

   e.g., "A lego bird can't eat." (Thumbs up)
   "A raven can't eat." (Thumbs down)

L 2. a) Students pretend to be birds and mime an activity that the teacher states:

   e.g., "Living things can eat."

S b) One group of students mime an activity. The rest of the students must guess what it is using the sentence pattern "Living things can _____."

L/S 3. Read the story. Have the girls repeat Mally's lines and the boys repeat Jonasee's lines.

R 4. a) Display the lego birds on a table. Have students choose appropriate sentence strips and tape them to the wall beside the display.

A lego bird can't eat.

A lego bird can't move.

A lego bird can't breathe.

A lego bird can't reproduce.

Chant together as you point to the words.

b) Display a picture of a raven beside the model birds. Have students place appropriate sentence strips next to the picture.

A raven can eat.

A raven can move.

A raven can breathe.

A raven can reproduce.

Chant together as you point to the words.

W 5. Have students draw pictures of birds engaged in various activities. They may then dictate or write a statement to accompany the picture.

A bird can eat.

**Application**

1. Divide the class into two groups. Have one group make a mural of living things - particularly different kinds of birds. Have the other group make a mural of non-living things. Each group should make an experience chart describing the characteristics of its group and share the mural and chart with the rest of the class.

LESSON: **SOME NON-LIVING THINGS WERE ONCE ALIVE**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

| | |
|---|---|
| * alive | * once |
| * dead | * never |

**English Sentence Patterns** (* actually developed in this lesson)

A _____ is alive. A _____ is not alive.

* Was the/a _____ ever alive? Yes, it was.
No, it wasn't.

* Once the _____ was alive.

* The _____ was never alive.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required**

Pictures/real examples of non-living things (both 'once alive' and 'never alive')

## The Ptarmigan Hunt

By Sally Stewart and Barbara Britton

Jonasee and Mally were hunting with their father. Jonasee shot a ptarmigan.

"That's good, Jonasee," said his father. "A ptarmigan is good to eat."

Jonasee picked up the dead ptarmigan.

"The ptarmigan is dead. It can't breathe; it can't eat; it can't drink; it can't react; it can't grow; it can't reproduce. It is a non-living thing."

"It's just the same as the lego bird," said Mally.

"No, it's not the same as the lego bird," said Jonasee.

"The lego bird is a non-living thing. The dead ptarmigan is a non-living thing. They are the same," said Mally.

"No," said Jonasee. "The ptarmigan is a non-living thing but once it was alive. Before I shot it, it was alive. The lego bird was never alive."

"Something else, too," said Mally, "Ptarmigan is good to eat, but I don't want to eat the lego bird."

"Me neither," said Jonasee.

## Concept Development/Language Exposure

1. Tell the story The Ptarmigan Hunt. Talk about experiences the students may have had while hunting. Talk about how birds are killed and how to tell whether a bird is dead or alive.

2. a) Look at real examples of non-living things that were once alive (e.g., dried fish, dried weeds, animal skins, etc.) Ask students if these things are alive. How do they know? (They can't breathe, eat, etc.) Explain that these things are not alive now, but that they once were. (Once they could breathe, eat, etc.)

   b) Look at other examples of non-living things (rocks, metal objects, glass objects, etc.) Explain that these things were never alive. (They were never able to breathe, eat, etc.)

3. Sort pictures of things that were once alive/never alive with students. Use the sentence patterns.

## Language Practice

L 1. Ask questions of your C.A. (or use a puppet) as you hold up pictures. Students determine if the responses are true or false.

e.g., Teacher: "Was the skidoo ever alive?" (Hold up a picture of a skidoo)
C.A.: "The skidoo was never alive."

L 2. Place three or four pictures on the board. Make up a riddle about one of them.

e.g., [skidoo] [dry fish] [stick]

"Once it was alive. People eat it."

Students guess which picture it is. Teacher models the sentence pattern.

e.g., "Once the dry fish was alive."

L/S 3. Hot Potato: Pass a picture of a non-living thing from student to student in time to music. When the music stops the teacher asks, "Was the _____ ever alive?" The student holding the picture responds using one of the sentence patterns.

L/S 4. Chain Drill: Pass out pictures of non-living things to students. The first student holds up his/her picture and asks, "Was the _____ ever alive?" The next student answers, then asks the third student the same question about his/her picture. Continue until all students have had a turn.

S/R 5. Place sentence strips in the pocket chart as shown:

| |
|---|
| Was the _____ ever alive? |
| Once the _____ was alive. |
| The _____ was never alive. |

Place a picture in the blank space of the question:

| |
|---|
| Was the ever alive? |

Read the question with students as you point to the words. Have students answer the question orally. Place the picture in the appropriate sentence strip and read the statement with students:

| |
|---|
| The was never alive. |

Repeat with the other pictures.

**Application**

1. Card Game:

Make seven cards of living things, seven of non-living things and seven of non-living things that were once alive. Game is played with three students. Before the game starts each student decides whether he will collect living, non-living or non-living that were once alive. Deal cards. First player who is collecting non-living turns to student on the right. "Do you have a non-living thing?" If that player does, he hands it over. Then that player turns to the player on his right and asks for something non-living but that was once alive. The third player asks the player on his right for something living. The first person to have all seven of their particular group is the winner.

## Science/Social Studies

*1. Start a class list of bird sightings. Record the date, place where the bird was sighted, whether the bird was alone or part of a flock, etc. Go on regular field trips to observe birds.
*2. Look at pictures of many different kinds of birds. How are they the same? How are they different?
*3. Make a felt bird in parts. Make different types of feet, beaks, wings, tails. Discuss how the various parts are adapted for different things.
4. Start a feather collection.
5. Discuss the symbolism of feathers to the Indians of the prairies. Look at pictures to see how feathers were used as decoration. Make an Indian headdress with paper feathers.
6. Visit the craftshop to see how birds have been interpreted in prints and carvings.
*7. Compare human body parts to bird body parts.
*8. Invite a wildlife officer into your classroom to talk about birds in your area.

## Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

**ACTIVITY IDEAS**

TOPIC B: **APPEARANCE AND BEHAVIOUR**



## Math

1. Make paper outlines of different birds. Place them in order from smallest to largest to compare sizes.
2. Graph and compare wingspans of birds in your area.
3. Graph number of birds in your area with webbed/non-webbed feet.



## Language Arts

*1. Describe an imaginary bird. Draw a picture of it. Emphasize bright colours, descriptive words.
2. Writing practice with quill and paint.
3. Match pictures of birds to names.
4. Use Brown Bear, Brown Bear as a model to make a new story about the birds in your community/area.
5. Invite elders to tell stories and legends about birds.
6. Make up similes about birds.
   e.g., As black as a raven.
   As white as a snowy owl.
   As big as an eagle.
   etc.

## Music, Poems, Stories

* 1. Goodnight, Owl!
2. "Three Little Ducks"
3. "Owl Questions"
4. "Good Morning"
5. "What Do They Say?"
6. "What Do They Do?"
* 7. "Hi All You Birds"
8. Who Will Help Me? (from Berry Picking Unit)
9. "Five Little Ravens" (from The Pedlar and His Hats Unit)
*10. Cooking a Ptarmigan
*11. "Heads and Shoulders, Wings and Tails"
*12. The Strange Bird
*13. The Sad Story of the Little Bluebird and the Hungry Cat

Tape record bird sounds. Try to imitate these sounds.

## Art

1. Cut pictures of birds out of magazines to make a collage.
2. Paint with feathers.
3. Fill in an outline of ptarmigan with cotton baton.
4. Make papier mache birds. Use a balloon as a form for the body, pipe cleaners for the feet, coat hanger forms for the wings, etc. These could be imaginary or real birds.
5. Bird mobiles (folding paper)
*6. Make a mural of birds (real or imaginary). Look in an encyclopaedia/bird book for ideas.
7. Make bird puppets - finger puppets, sock puppets, paperbag puppets, etc.
*8. Mould or carve birds from playdough, plasticene, soap stone or wood etc.



## Physical Education/Movement

1. Play "Blow the Feather." (See how long you can keep a feather in the air.)
*2. Act out bird movements (e.g. flying, soaring, landing, hopping, etc).
*3. "Birds Have Feathers": Leader makes statements such as "Ravens have feathers," or "Ducks have feathers." As long as statements are true, other players move their arms as if they were wings. If leader makes a false statements like "Dogs have feathers," players stop moving immediately. Players who keep moving are out. (Substitute other bird parts - Birds have beaks, wings, etc.)
*4. Big Raven Says (like Simon Says)



## Special Activities

1. Have small groups research unusual/exotic birds. (e.g., penguin, peacock, pelican, flamingo, etc.)
2. Find out what these sayings mean:
   "A little bird told me."
   "Birds of a feather stick together."
   "The early bird gets the worm."
   Make up your own sayings.
*3. Make up finger rhymes about local birds.
*4. Perform "Goodnight, Owl" as a shadow play.
5. Try to tape bird sounds. Can you identify them?

LESSON: **PARTS OF BIRDS**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

* head/s
* beak/s
* skin
* feathers
* body/bodies
* legs
* feet
* wings
* tail/s

**English Sentence Patterns** (* actually developed in this lesson)

* _____ have _____.
* _____ have _____, but _____ have _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustrations 7, 8, 9 and 10)

Pattern for paper raven
Tissue paper (black, orange)
Felt bird parts
"What's Missing?" stencil

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## Cooking a Ptarmigan

By Sally Stewart and Barbara Britton

"Look, Mally! I shot some ptarmigan," said Jonasee.

"You're a good hunter," said Mally. "I'm really hungry. Let's clean the ptarmigan and cook them."

"I don't know how. Will you show me?" asked Jonasee.

"Sure," said Mally. "I'll do one first, then you can do one."

"Okay," said Jonasee.

"First you pluck the feathers. All birds have feathers," said Mally.

"Take the feathers off the wings, too. All birds have wings."

She took a knife and cut the ptarmigan open. Then she cleaned it out.

"Now you cut off the head. All birds have a head."

"I know that," said Jonasee.

"Look at its beak. All birds have beaks," said Mally.

"Do I have a beak, Mally?" asked Jonasee.

"No," laughed Mally. "You have a nose and a mouth."

Mally cut off the bird's legs. "All birds have two legs and two feet," she said. Then she put the ptarmigan in the pot to boil. "Now it's your turn, Jonasee. Let's see if you can clean a ptarmigan."

Jonasee cleaned his ptarmigan and put it in the pot.

Soon the ptarmigan were ready to eat.

"Mmm, it tastes good," said Jonasee. "Especially the one that I cleaned."

## Concept Development/Language Exposure

1. Prepare a large paper raven. Assemble the various parts, then cover with tissue "fluffs."

Introduce the raven to students. Point to the parts using the sentence pattern, "Birds have _____." Provide students with a pattern to make miniature ravens just like yours. As they work on their ravens talk with them about the various parts and encourage them to use the vocabulary items.

2. Sing this song to the students to the tune of "Head and Shoulders":

Wings and tail
Feathers and feet
Feathers and feet
Feathers and feet
Wings and tail
Feathers and feet
Head, eyes and a beak

Point to the appropriate parts on the large raven as you sing.

3. Compare human body parts to bird parts using the sentence pattern, "People have _____, but birds have _____."

4. Read the story Cooking a Ptarmigan.

## Language Practice

L 1. Make statements about bird parts using the sentence pattern, "Birds have _____." Have students point to the appropriate parts on their ravens as you mention them.

L 2. Have students pretend that they are birds. Have them point to their body parts as you name them (i.e., wings, feet, eyes, feathers, beaks, heads, legs, bodies). Play "Big Raven Says" (same as Simon Says). Hold up the big raven and direct students to perform certain actions. If "Big Raven says" precedes the direction, students perform the action; if it does not, students stand still.

e.g., Big Raven says, "Flap your wings."
(Students flap "wings")
Flap your wings. (Students stand still.)

L/S 3. Touch your own arm and say, "People have arms, but birds have _____." Have students provide the word "wings." Repeat with other body/bird parts.

L/S 4. Make bird body parts from felt. Make a statement such as "Birds have bodies." Have one student locate the appropriate part, place it on the flannelboard, and repeat the statement. Continue until you have "built" an entire bird.

S/R 5. a) Have students brainstorm the body parts of humans and of birds. Record responses on two charts:

| People have heads. |
|---|
| People have noses. |
| People have hair. |
| People have skin. |
| People have arms. |
| etc. |

| Birds have heads. |
|---|
| Birds have beaks. |
| Birds have feathers. |
| Birds have wings. |
| Birds have tails. |
| etc. |

Have students draw little illustrations beside each line. Chant the statements together as you point to the words.

b) Point to one statement on the "People" chart and have students read it.

e.g., "People have hair."

Repeat the statement, adding ".. but birds have _____." (point to the appropriate line on the "Birds" chart.)

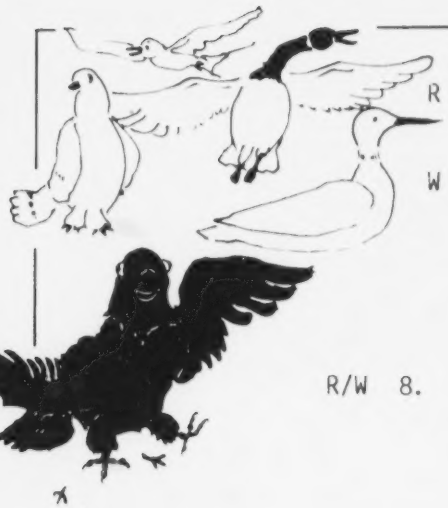
e.g., "People have hair, but birds have feathers."

Show student how the two statements are combined. (Use chalkboard or sentence strips.)

e.g., People have hair. Birds have feathers.

People have hair, but birds have feathers.

Repeat this procedure with other statements.



R 6. Draw a large outline figure of a bird. Have students match labels to the appropriate parts.

W 7. Make a stencil showing birds with various parts missing. Students must draw the missing part and write the name of the part under the picture.

"Birds have _____."

R/W 8. Vanishing drill stencil.

e.g., People have hair, but birds have _____.

People have arms, but _____ have _____.

## Application

1. Paste pictures of birds on construction paper. Cut each into four strips. Mix the strips together. Include strips of irrelevant pictures (e.g., animals, machines). Have students try to put the correct strips together.

2. Make up new statements using the pattern "_____ have _____, but _____ have _____."

   e.g., Caribou have antlers, but muskoxen have horns.

LESSON: **BIRDS IN MY COMMUNITY**

As this lesson emphasizes language related to Social Studies concepts, you may wish to teach it during your Social Studies period.

**English Vocabulary** (* actually developed in this lesson)

* peacocks
* parrots
* ostriches
* penguins
* flamingos

  etc.

* names of local birds

**English Sentence Patterns** (* actually developed in this lesson)

* There are _____ in/near _____.
* There aren't any _____ in/near _____.
* There are _____ in/near _____, but there aren't any _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustrations 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 and 29)

Pictures of exotic birds (Look in back issues of National Geographic, International Wildlife and other similar magazines)

Pictures of local birds

Set of bird playing cards

## Concept Development/Language Exposure

1. a) Brainstorm the names of birds that live in or near your community.

   b) Hold up a picture of one of the birds and make a statement about it.

   e.g., There are Snowy Owls in Igloolik.

2. Look at pictures of exotic birds. Can students name any of them? Make a statement about each bird as you display its picture.

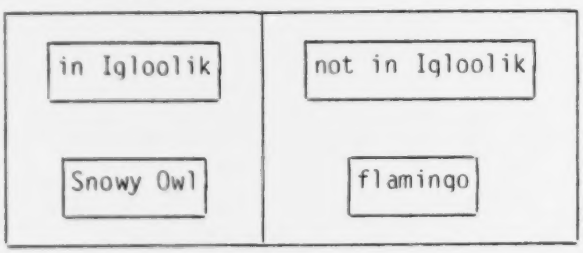
   e.g., There aren't any flamingos in Igloolik.

Discuss the reasons why these birds don't live in your community (too cold, wrong kinds of food, etc.) Describe each bird briefly.

3. Place the two sets of bird pictures by the pocket chart. Pick up one picture from each set and make a statement about them.

   e.g., There are Snowy owls in Igloolik, but there aren't any flamingos.

   Put the pictures on the appropriate sides of the pocket chart.



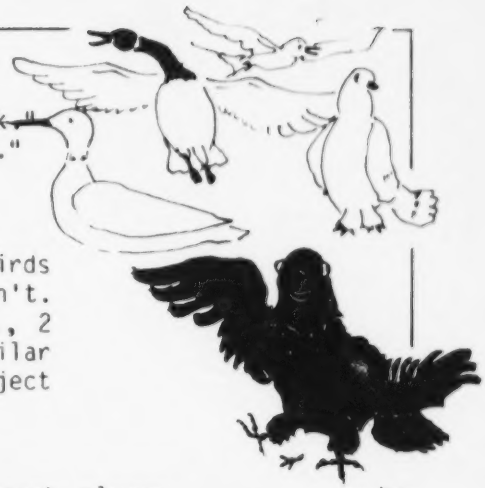

## Language Practice

L 1. Change game: Have students stand in pairs, back to back, with elbows interlocked. When they hear a specified word they must change partners.

   e.g., Listen for the word "penguin"
   peacock, plover, penguin, peregrine falcon, pintail

L 2. Tape the bird pictures around the classroom. Call out the name of one of the birds. Have a student shine a flashlight on the correct picture. (Later teacher may shine the light and students call out bird names.)

L 3. Musical chairs: Set the chairs (one less than there are students) back to back in a row. Students walk around the chairs as teacher makes statements about the birds. When s/he makes a false statement, students must sit on a chair. Remove one chair after each round.



e.g., "There are Snowy Owls in Igloolik."
"There aren't any penguins in Igloolik."
"There aren't any parrots in Igloolik."
"There are flamingos in Igloolik."
(Students sit down)

S 4. Make a set of cards (40 in all) with 10 birds that live in your area and 10 that don't. Duplicate so that there are 20 pairs (i.e., 2 cards for each bird). Play the game (similar to Go Fish) with 2 to 4 students. The object is to collect as many pairs as possible.

a) Deal 7 cards to each player.
b) First player makes a statement to next player about the bird s/he wants. e.g., There are ravens in Igloolik.
c) If the other player is holding that card s/he gives it to the first player. If not, the first player draws a card from the pile.
d) The game ends when all the cards are gone from the pile.

L/S 5. a) Demonstrate to students how two sentences can be combined into one.

e.g., There are ravens in Igloolik. There aren't any parrots in Igloolik.

There are ravens in Igloolik, but there aren't any parrots.

Work through several examples with students using an oral cloze technique.

e.g., Hold up two pictures. Have students make initial statements.
(There are _____ in Igloolik. There aren't any _____ in Igloolik.)

Model the combined pattern. Have students provide omitted words.

e.g., There are ____ in Igloolik, but there aren't any ____.
There are ____ in _____, but there _____ any ____.

S b) Place bird pictures in two piles: local birds and other birds. Students choose a picture from each pile and make a statement using the sentence pattern.

e.g., There are geese in Igloolik, but there aren't any ostriches.

R 6. Do various sight word activities with bird names.

e.g. a) Match word cards to pictures.
b) Flashlight drill - tape bird names around classroom. Teacher calls name; student shines flashlight on appropriate name.

c) Scrambled words: e.g., qnipune = penquin
etc.

7. a) Place sentence strips at the top of the pocket chart as shown.

| There are __ in Iqloolik. | There aren't any __ in Iqloolik. |
|---|---|
| snowy owls | penquins |
| ravens | flamingos |
| seaqulls | |

Have students sort word cards/pictures and place in appropriate sides of the pocket chart. Chant the sentences, substituting bird names.

b) Replace sentence strips at the top of the chart with one sentence strip:

There are _____ in Iqloolik, but there aren't any _____.

Repeat the procedure from 7a).

W 8. Provide each student with a stencil. Have them refer to the pocket chart to assist them in completing the sheet.

| There are ___ in Iqloolik. | There aren't any ___ in Iqloolik. |
|---|---|
| snowy owls<br>ravens<br>ptarmigan | flamingos<br>penquins |

There are ptarmigan in Iqloolik, but there aren't any penquins.

There are _____ in _____, but there _____ any _____.

_____ are _____ in _____, but _____ _____ any _____.

_____ _____ _____ _____ _____, _____ _____ _____ _____ _____.

**Application**

1. Have one group of students work on a mural of birds that live in your area. Another group may do a mural of birds that live in other parts of the world.

2. Design an imaginary bird. Draw and colour/paint it. Give it a name. Tell/write something about it: where it lives, what it eats, etc. (Have students work in pairs or individually.)

3. Mould or carve birds from playdough, plasticene, soap, or other materials. These may be real or imaginary birds.

4. Tell the story The Strange Bird.

**The Strange Bird**

By Sally Stewart and Barbara Britton

Mally and Jonasee went to visit the new teacher in his house.

"Hi," said the teacher.

"Hi," said a funny voice.

"Who's that?" asked Mally.

"That's my parrot," said the teacher. "It can talk."

Jonasee and Mally laughed and laughed. The parrot could say things like, "Time for a nap," and "Give me an apple."

The parrot lived inside the house. "Parrots don't live in Igloolik," said the teacher. "It's too cold for them and they couldn't find the food they like. Parrots live in another country far away where it is very warm. Parrots don't live in Igloolik."

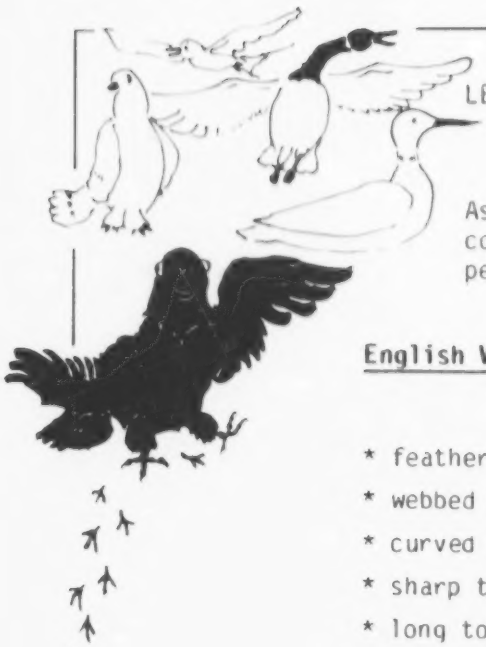
The parrot always stayed inside the house and the teacher gave it special food.

Mally and Jonasee liked to visit the parrot. Sometimes the teacher let the parrot sit on Mally's or Jonasee's shoulder.

Jonasee always said to the parrot, "What's your name? My name's Jonasee."

The parrot never replied until one day. Jonasee said to the parrot, "What's your name?". "My name's Jonasee," the parrot answered.

Everyone laughed and after that the teacher called the parrot Jonasee.



LESSON: **ADAPTATIONS OF BIRDS' FEET**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

| | | |
|---|---|---|
| * feathered feet | * swimming | * climbing |
| * webbed feet | * scratching | * catching |
| * curved claws | * tearing | |
| * sharp talons | * walking | |
| * long toes | * perching | |
| * strong toes | * grasping | |

**English Sentence Patterns** (* actually developed in this lesson)

Some birds have _____ for _____.

* A _____ has _____ for _____.

_____ are good for _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustrations 31, 32, 33, 34 and 35)

Pictures of raven, snow goose, ptarmigan, owl

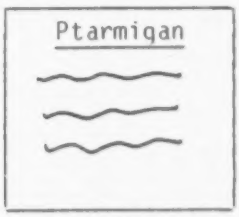
Samples of birds' feet

## Concept Development/Language Exposure

1. a) Look at large pictures of a raven, a snow goose, a ptarmigan and an owl. Ask students to tell you what differences they can see.

   b) Focus students' attention on the birds' feet. Have them brainstorm words to describe each bird's feet. Record their responses. Introduce new vocabulary (talons, webbed feet, feathered feet, etc.) Add these words to your lists.

   e.g.,

   c) Ask the students why they think each bird has a particular kind of foot.

   e.g., "Why do you think a ptarmigan has feathered feet?"

   Try to model their responses using the sentence pattern.

   e.g., Student: "Because the snow is deep."
   Teacher: "That's right. A ptarmigan has feathered feet for walking on deep snow."

2. Try to obtain real samples of the different types of birds' feet. Demonstrate how they are helpful.

   e.g., Demonstrate how a webbed foot acts like a paddle and a feathered foot like a snowshoe.

3. Tell the following story using the bird pictures.

**The Hunter and The Birds**
By Barbara Britton and Sally Stewart

Mally and Jonasee were out on the land with their family.

They saw many different kinds of birds. One day they sat in the tent with Grandmother waiting for the tea to boil. "Grandmother, why are there so many different birds?" Grandmother said, "Different tools for different jobs. Listen to this story." And this is what Grandmother told them.

"Long ago there was a hunter. He shot many birds and brought home lots of meat. But one day when he opened his eyes he couldn't see. Then he heard a voice. It said, 'Find a bird that has claws for scratching and tearing. Find a bird that is black. Touch one of its feathers and you will see.'

The hunter sat by the river. Soon he heard a voice. 'Honk, honk. I am a snow goose. A snow goose has webbed feet for swimming. I am a snow goose. A snow goose is white.' 'Go away snow goose,' the hunter said. 'I want a bird that has claws for scratching and tearing. I want a bird that is black.'

The hunter sat by the bushes. Soon he heard another voice, 'Crick, crick, I am a ptarmigan. A ptarmigan has feathered feet for walking on snow. A ptarmigan is brown in summer, white in winter.' 'Go away ptarmigan,' said the hunter, 'I want a bird that has claws for scratching and tearing. I want a bird that is black.' It was night time. The hunter heard another voice. 'Too-whit-too-who. I am an owl. An owl has sharp talons for catching small animals. An owl is brown and white.' 'Go away owl,' said the hunter, 'I want a bird that has claws for scratching and tearing. I want a bird that is black.'

The hunter waited a long time. Then he heard another voice, 'CAW, CAW. I am a raven. A raven has claws for scratching and tearing. A raven has wings for flapping and soaring. A raven is black.' 'Come here raven,' said the hunter. The hunter touched one of raven's feathers. He could see! 'Raven, I can see! Now I am a hunter again!'"

"I liked that story Grandmother," said Mally. "Did you like it Jonasee?" But Jonasee was asleep. He was dreaming of the day when he would be a great hunter too.

**Language Practice**

L 1. a) Provide students with a stencil of the four birds. Have them colour or decorate the pictures and cut out the birds. Tell the story again and have students hold up the appropriate birds as they are named.

b) Make statements such as, "This bird has sharp talons for catching small animals." Students hold up the bird that fits that description.

L/S 2. Gossip: Whisper a statement to the student seated next to you. (Use a long kitchen paper roll to make it more fun.) S/he then whispers it to the next student, and so on around the circle. The last student repeats the statement out loud.

S 3. Mailboxes: Prepare four boxes to look like mailboxes. Label with names and pictures of the four birds. Make up a set of cards that show only the four types of feet. Students take turns drawing a card and making an appropriate statement about the feet pictured.

e.g., "An owl has sharp talons for catching mice."

If the statement is correct, the student may then "mail" the card in the correct box.

S/R 4. a) Have students dictate statements about the feet of various birds. Record these statements on sentence strips and place them in the pocket chart next to pictures of the birds.

b) Chant the statements with students. Have them identify specified words/phrases (e.g., "Show me the words webbed feet.").

c) Remove several of the strips. Have students replace them next to the correct pictures.

d) Cut sentence strips into two pieces. Have students reconstruct true statements.

e.g., | An owl has sharp talons | | for catching mice. |

W 5. Divide class into groups. Assign a bird to each group. They must find out what type of feet their bird has, write/dictate a statement using the sentence pattern, then illustrate their statement.

**Application**

1. Look at pictures of many different birds. Classify them by the types of feet they have.

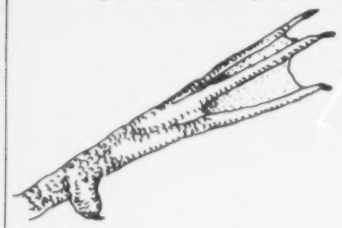
2. Teacher divides class into four groups: owls, geese, ravens and ptarmigan . Teacher hides three cards all around the classroom for each bird, i.e.: head, body and feet of owl, goose, raven and ptarmigan, 12 cards in all. Teams have to find the right pieces for their birds and assemble. First team finished is the winner.

3. Look at pictures of birds' beaks. Use the same sentence pattern to describe the beaks and their functions. Classify pictures of birds according to the type of beak.

# The Tools for Life. *A display of the variety of bird feet and a glance at their uses*

*Federation of Ontario Naturalists*
*1262 Don Mill*
*Don Mills, Ontario*

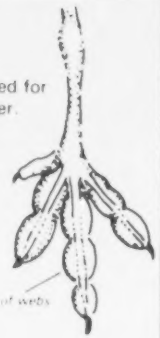
The loons webs are used in diving and underwater pursuit.



A loon cannot walk on land because the knee joint does not bend.

**Common Loon**

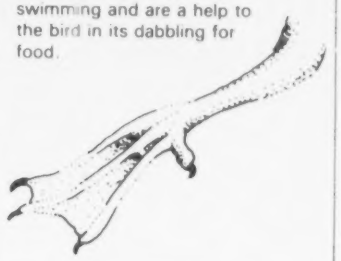
These feet are used for propulsion in water.



*Note the lobes instead of webs*

**American Coot**

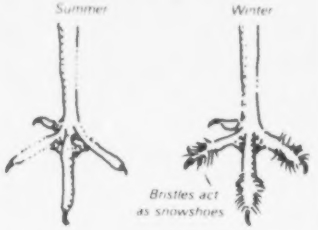
Webbed feet are used in swimming and are a help to the bird in its dabbling for food.



**Mallard Duck**

Strong toes rake the ground to uncover food

*Summer* *Winter*



*Bristles act as snowshoes*

**Ruffed Grouse**

These marsh loving birds wade or stand in the water on their long legs. The long toes carry the bird over soft mud.

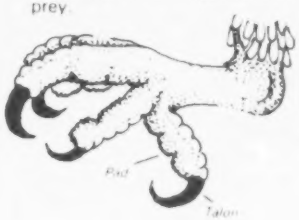
*Footprint*

**Great Blue Heron**

Strong toes, and long sharp claws or talons are a mark of the bird of prey.

**American Goshawk**

The talons are used to grasp fish, the rough pads under the toes cut through the fish's slime to prevent dropping the prey.



*Pad* *Talon*

**Osprey**

*Warm down*

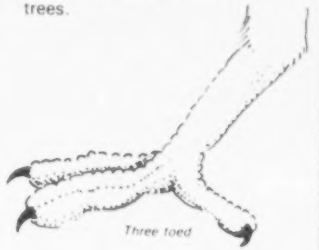
The owl must have warm toes if its feet are to function when it swoops down on a prey.

**Horned Owl**

The Kingfisher's feet are used mostly for perching and digging nesting holes. The bill is used for the catching of fish.

**Belted Kingfisher**

The strong well-hooked claws cling to the rough bark of trees.



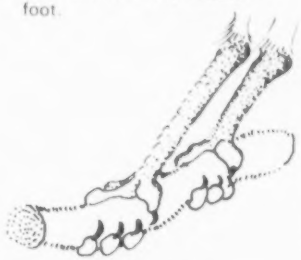
*Three toed*

**Woodpecker**

This type of foot is equally well adapted for hopping along the ground or for roosting in a tree.

**Sparrow**

Roosting or sitting on a branch of any size is possible for a bird with this flexible foot.



**Robin**

The long spur identifies this bird as a near relative of the European Skylark.

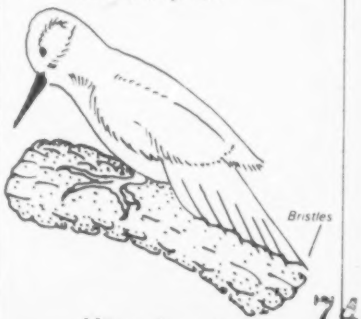
*Spur*

**Horned Lark**

Strong, capable feet allow this bird to creep up or down smoothly barked trees.

**Nuthatch**

By grasping with its toes, and bracing with its tail, this bird has a solid perch.



*Bristles*

**Woodpecker**

LESSON: **HI ALL YOU BIRDS!**

As this lesson emphasizes language related to poetry, you may wish to teach it during your Language Arts period.

**English Vocabulary** (* actually developed in this lesson)

* names of local birds
* verbs to describe bird actions (swoop, glide, fly, swim, dive, perch, roost, hunt, soar, etc.)

**English Sentence Patterns** (* actually developed in this lesson)

* Hi all you _____.
  What do you do?
  We _____ and _____.
  That's what all _____ do.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required**

**Hi All You Birds!**

Based on the original Hi All You Rabbits
Carl Memling
Parents Magazine Press, 1970
Adapted by M. Gilmour

Hi all you ptarmigan!
What do you do?
  We flap and peck
     flap and peck
     flap and peck
That's what all ptarmigan do.

Hi all you ravens!
What do you do?
  We fly and glide
     fly and glide
     fly and glide
That's what all ravens do.

Hi all you owls!
What do you do?
  We hunt and roost
     hunt and roost
     hunt and roost
That's what all owls do.

Hi all you seagulls!
What do you do?
  We swoop and soar
     swoop and soar
     swoop and soar
That's what all seagulls do.

Hi all you ducks!
What do you do?
  We waddle and swim
     waddle and swim
     waddle and swim
That's what all ducks do.

Hi all you loons!
What do you do?
  We swim and dive
     swim and dive
     swim and dive
That's what all loons do.

## Concept Development/Language Exposure

1. a) Brainstorm a list of names of local birds. Choose one of these birds and ask students to tell you what they know about what these birds do. Record all responses. You may wish to ask questions to stimulate more responses.

   e.g., Have you ever seen a _____ in the water?
   What was it doing?

   Have students move like the birds. Suggest new words that describe these movements.

   b) Choose one bird and two words that best describe the way it moves. Model the poem for students using these words.

   e.g. Hi all you loons!
   What do you do?
   We swim and dive
   swim and dive
   swim and dive
   That's what all loons do.

   Record the verse on chart paper. Follow the same procedure to make up verses about other birds. Have students illustrate the charts.

## Language Practice

L/S 1. Have students clap when they hear a specified word in a list of words.

   e.g., Clap when you hear the word "swoop": Sweep, swim, swoop, swap, swoop, sweet, etc.

   2. Establish and practice actions for each verb.

L  a) Make a statement using only one verb (e.g., Seagulls swoop). Students do appropriate action. Make this activity more difficult by using two verbs (e.g., Seagulls swoop and soar).

S  b) Have one student perform an action. The rest of the class says the word.

L/S 3. Oral cloze activity: Recite the poem, omitting key words. Students provide these.

   e.g., Teacher: Hi all you _____. (Hold up picture of bird.)
   What do you do?
   We swoop and soar
   swoop and ____
   _____ and ____
   That's what all _____ do.

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L/S 4. Divide class into groups. (one group for each bird), and have them practice their lines. Recite the poem chorally.

e.g., Teacher: Hi all you seagulls!
What do you do?
Group: We swoop and soar
swoop and soar
swoop and soar
That's what all seagulls do.

Make large outline figures of each bird. Have one member of each group hold up the figure as they chant their lines.

S/R 5. Use the charts developed in CD#1b). Chant each verse with the students as you point to the words. Do chart activities:

e.g., Match sentence strips/word cards to the chart.
Have students point to specified words/phrases.

R 6. Divide class into groups. Give each group the sentence strips to make one verse. Allow them to use the charts as a model. Have them read their verses to the class.

(This activity may later be done individually using a cut and paste stencil.)

W 7. Vanishing drill: Do this activity on the overhead with the entire class, then give students individual stencils.

e.g., Hi all you ravens!
What do you do?
We fly and glide
___ and _____
That's what all _____ do.

**Application**

1. Use the poem as a model to develop new versions.

e.g., Hi all you students/teachers/janitors/principals
Hi all you babies/children/mothers/fathers
Hi all you nurses/dentists/truck drivers/secretaries/etc.

2. Develop finger rhymes about birds in your area. e.g.:

## Five Eagles

By Sally Stewart and Barbara Britton

Here are five eagles, eagles can soar. (hold up 5 fingers)

One flies away, then there are four.

Here are four eagles, eagles can land in a tree. (land eagles on other hand)

One flew away, then there are three.

Here are three eagles, eagles can glide too. (glide)

One flies away, then there are two.

Here are two eagles, eagles can run. (run on table)

One flies away then there is one.

Here is one eagle, eagles can fly to the sun. (make sun with fist)

One flies away and now there are none.

3. Song/Game: Children stand in a circle. One child goes into the centre. Teacher gives the child in the centre a bird name. Children sing, (if name is Raven), to the tune of "What can you do Punchinello, funny fellow?":

   "What can you do Mr. Raven, Mr. Raven,
   What can you do, Mr. Raven funny you?"

   Child in centre makes a statement "A raven can fly, walk, etc." Everyone sings while doing the actions described in sentence.

   "We can do it too, Mr. Raven, Mr. Raven.
   We can do it too, Mr. Raven funny you."

LESSON: **THE SAD STORY OF THE LITTLE BLUEBIRD AND THE HUNGRY CAT**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

**English Vocabulary** (* actually developed in this lesson)

* hopping
* skipping
* jumping
* flying
* running
* breakfast
* lunch
* supper

**English Sentence Patterns** (* actually developed in this lesson)

* A _____ _____ was/went _____ _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required**

Book or outline figures.

## THE SAD STORY OF THE LITTLE BLUEBIRD AND THE HUNGRY CAT

by Edna Mitchell Preston
Four Winds Press, 1975

A little bluebird was hopping along
hopping along
hopping along
A little bluebird was hopping along
singing a happy hopping song,
"I can hop. Can you?"

A hungry cat came hopping behind
hopping behind
hopping behind
A hungry cat came hopping behind
singing a hungry song,
"You can hop. I can, too."

The hungry cat came hopping behind
And he had breakfast on his mind
Hopping along
Singing a hungry song,
"I think my breakfast is going to be YOU."

Hop hop hop went the little bluebird.
Hop hop hop went the hungry cat.

HOP!

BUT -

The little bluebird went skipping along
skipping along
skipping along
The little bluebird went skipping along
singing a happy skipping song,
"I can skip. Can you?"

The hungry cat came skipping behind
skipping behind
skipping behind
The hungry cat came skipping behind
singing a hungry song,
"You can skip. I can, too."

The hungry cat came skipping behind
And he had lunch on his mind
Skipping along
Singing a hungry song,
"I think my lunch is going to be YOU."

Skip skip skip went the little bluebird.
SKIP SKIP SKIP went the hungry cat.

SKIP! SKOP!

BUT -

The little bluebird went jumping along
jumping along
jumping along
The little bluebird went jumping along
singing a happy jumping song,
"I can jump. Can you?"

The hungry cat came jumping behind
jumping behind
jumping behind
The hungry cat came jumping behind
singing a hungry song,
"You can jump. I can, too."

The hungry cat came jumping behind
And he had supper on his mind
Jumping along
Singing a hungry song,
"I think my supper is going to be YOU."

Jump jump jump went the little bluebird.
JUMP JUMP JUMP went the hungry cat.

JUMP!

BUT-

The little bluebird went flying along
flying along
flying along
The little bluebird went flying along
singing a happy flying song,
"I can fly. Can you?"

The hungry cat was left behind
left behind
left behind
The hungry cat was left singing a hungry song.

"Oh, I am a hungry cat I am.
Oh, a hungry cat am I.

I can hop.
I can skip.
I can jump.
I can run.
But-
I cannot
I cannot
I cannot fly."

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So-

The hungry cat went running home
running home
running home
The hungry cat went running home
singing a hungry HUNGRY song,
"Meow... meow... meow..."

The Sad Story of The Little Bluebird & The Hungry Cat
Text copyright © 1975 by Edna Mitchell Preston
All rights reserved. Published 1975 by Four Winds Press.

## Concept Development/Language Exposure

1. Before telling the story be sure that students are aware that cats are enemies of birds.

   Discuss the title of the story.

   e.g., Why do you think this is called a sad story?
   What do you think is going to happen?

2. Tell the story using hand puppets, finger puppets or outline figures on a magnetboard. Perform the appropriate actions as you tell the story (e.g., hopping skipping, jumping, etc.)

3. Discuss the outcome of the story.

   e.g., Did the story end the way you expected? Why? Why not?
   Can you think of a different ending for the story?

4. Tell the story again. Encourage students to join in.

## Language Practice

L 1. Divide the class into two groups, the bluebirds and the cats. Chant parts of the story. The appropriate group should perform the action.

   e.g., "A little bluebird was hopping along
   hopping along
   hopping along."

   The bluebird group should hop as you chant.

   (Be sure to practice the actions before doing this activity.)

L 2. Have students stand in a circle holding hands. Two students, the bluebird and the cat, stand outside the circle. Teacher begins chanting, "The little bluebird was ...," and the bluebird performs that action. When the teachers says "The hungry cat came ... behind, ..." the cat begins to chase the bird, but must perform the same action. The bird and cat may go in and out of the circle. Other players assist the bird, but try to obstruct the cat by raising and lowering their arms.

L 3. Hop the line: Make a line with masking tape on the floor. Have students stand on the line. If you make a statement about the bird, students hop forward; if the statement is about the cat, students hop backward.

L/S 4. Gossip: Whisper a statement in the first student's ear. S/he repeats the statement to the next student, and so on. The last student repeats the statement aloud.

   e.g., "The hungry cat came skipping behind."

L/S 5. Substitution drill:

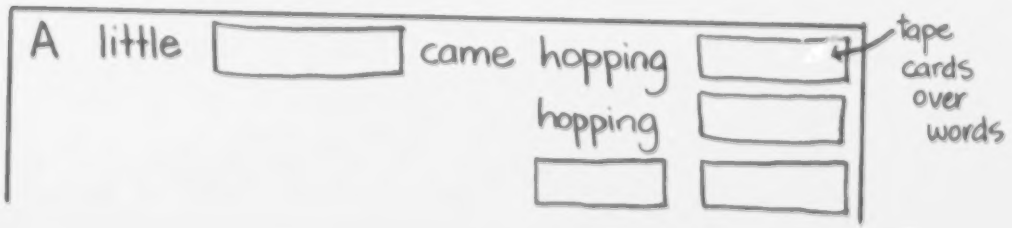
Teacher: "The little bluebird went skipping along, skipping along, skipping along. Hopping along."

Students: "The little bluebird went hopping along, hopping along, hopping along.

L/R 6. Print the story on large sheets of paper that can be made into a Big Book. Read the story to students directing their attention to the print. Do various sight word activities:

e.g., a) Match word cards/sentence strips to story.
b) Count the number of times certain words appear in the story.
c) Isolate words with a sliding word frame.

d) Blank out certain words/phrases in the story. Have students provide these as you read.



S/R 7. Choral reading: Divide the class into two groups, one to read the "bluebird" verses and the other to read the "cat" verses.

R/W 8. Provide each student with a copy of the story but with some words/phrases omitted. Have them fill in the missing items. Be sure that a model of the complete story is available.

e.g., A little bluebird was hopping along

A little _____ was _____ _____
_____ along
_____ _____
singing a happy _____ song.

## Application

1. Game: Choose one student to be the bluebird, the others are cats. The cats ask a question of the bluebird: "Bluebird, bluebird what can you do?" The bluebird responds and performs an appropriate action. For example; "I can hop. Can you?" The cats must perform the same action.

   Other possible actions: run, skip, clap hands, stamp feet, crawl, touch toes, wink, fly

2. Use the structure to make new stories. Brainstorm ideas with the students.

   e.g., A little ↑ bluebird ↑ was hopping ↑ along. ↑

| | | | |
|---|---|---|---|
| big | princess | dancing | in bed |
| fat | moose | sleeping | all day |
| ugly | truck | running | outside |
| mean | witch | swimming | at school |
| pretty | prince | crying | |
| funny | baby | driving | |
| handsome | | | |

Good-night, Owl!
Based on the original Good-night, Owl by Pat Hutchins
Macmillan, 1972
Adapted by M. Gilmour

Owl tried to sleep.

The raven croaked,
caw caw,
and Owl tried to sleep.

The ptarmigan whistled,
crick crick,
and Owl tried to sleep.

The seagull screamed,
ark ark,
and Owl tried to sleep.

The falcon squawked,
eee eee,
and Owl tried to sleep.

The snow bunting peeped,
pip pip,
and Owl tried to sleep.

The goose honked,
honk honk,
and Owl tried to sleep.

The raven croaked, caw caw.
The ptarmigan whistled, crick crick.
The seagull screamed, ark ark.
The falcon squawked, eee eee.
The snow bunting peeped, pip pip.
The goose honked, honk honk
and Owl couldn't sleep.

Then darkness fell and the moon came up.
And there wasn't a sound.

Owl screeched,
screech screech,
and woke everyone up.

LESSON: **GOOD-NIGHT, OWL!**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

**English Vocabulary** (* actually developed in this lesson)

| | |
|---|---|
| * owl | * screeched |
| * raven | * croaked |
| * ptarmigan | * whistled |
| * seagull | * screamed |
| * falcon | * squawked |
| * snow bunting | * peeped |
| * goose | * honked |

**English Sentence Patterns** (* actually developed in this lesson)

* The __(bird)__ __(verb)__, __(sound)__
and Owl tried to sleep.

**English Language Concepts** (* actually developed in this lesson)

Past tense (verb + 'ed')

**Special Materials Required** (See illustrations 34, 35, 36 and 37)

Outline figures of birds
Individual books

## Concept Development/Language Exposure

1. Invite a naturalist/wildlife officer to give a factual presentation on the northern birds mentioned in the story.

   e.g., What they look like.
   What they eat.
   Where they live (in winter; in summer).

   Go on a field trip with the naturalist/wildlife officer to observe and identify birds that live in your area.

2. Tell the story using clothesline figures of the various birds. Have students practice making the bird sounds. Tell the story again. As you tell it, have them provide sound effects.

## Language Practice

L 1. Students pretend they are sleeping owls. When they hear a specified word they "fly" out of their trees.

   e.g., listen for the word "croaked."

   cracked, creaked, croaked, cranked, croaked, crashed, cried

L 2. Assign students a particular bird and give each a picture of that bird to wear. One student is the sleeping Owl. Teacher reads the story (or may read parts of the story in random order). When students hear the names of their birds they must fly over and wake Owl.

L 3.

Nest crossover: Place 2 rows of chairs (nests) a few meters apart and facing each other. Place pictures of the birds on the chairs as shown, and assign one student to each chair. One student, Owl, stands in the middle. As the teacher says phrases/sentences from the story, the birds mentioned must try to exchange nests before Owl gets to one of them. The student left without a nest becomes Owl.

e.g., "The seagull screamed, ark ark." 'Seagulls' try to change places; 'Owl' tries to get to one of the places first.

L 4. a) Have students practice making the bird sounds as teacher makes a statement and holds up appropriate figure.

e.g., Teacher: "The raven croaked."
Students: "caw caw"

b) Retell the story with visuals while students provide sound effects. (You may wish to tape this activity for use at the listening centre.)

L/S 5. Feather blow relay: Divide class into two teams. One student from each team repeats a statement made by the teacher, then races to see who can be first to blow a feather over a line.

S 6. Group chant: One student is Owl; the rest chant with teacher.

e.g., Group: (Whisper) "The raven croaked, caw caw."
Owl: "And Owl tried to sleep."
Group: (Louder whisper) "The raven croaked, caw caw."
Owl: "And Owl tried to sleep."
Group: (Louder) "The raven croaked, caw caw."
Owl: "And Owl tried to sleep."

etc.

Repeat, substituting other birds. Have students take turns being Owl.

L/S 7. Oral cloze: Teacher tells the story omitting key words/phrases. Students provide these.

e.g., Teacher: "The raven _____."
Students: "croaked, caw caw."
Teacher: "And Owl tried to sleep."

L/R 8. a) Place sentence strips in the pocket chart as you tell the story.

e.g., The raven croaked, caw caw.

And Owl tried to sleep.

The ptarmigan whistled, crick crick.

And Owl tried to sleep.

Have students identify words/phrases. (e.g., Where does it say "And Owl tried to sleep."?)

Match outline figures of the birds to appropriate statements.

b) Read the story in groups: one group reads the lines about the birds (The raven croaked, caw caw); the other group reads the lines about Owl (And Owl tried to sleep).

c) Provide students with individual copies of the story. Have them do pair reading (i.e., One student reads bird lines; other student reads owl lines.)

R/W 9. Do various sight word activities.

e.g., a) Word search
b) Fill in missing letters
(r __ v __ n, r __ __ __ n, __ __ __ __ __)
c) Write vocabulary words using a feather dipped in paint.

R/W 10. Write out story on a stencil, omitting words/phrases. Have students fill in the blanks in the story. Be sure to provide a model.

e.g., The raven croaked, caw _____,
And Owl tried to sleep.
The ptarmigan _____, crick _____!
And _____ tried to _____.

**Application**

1. Brainstorm ideas for a new version of the story.

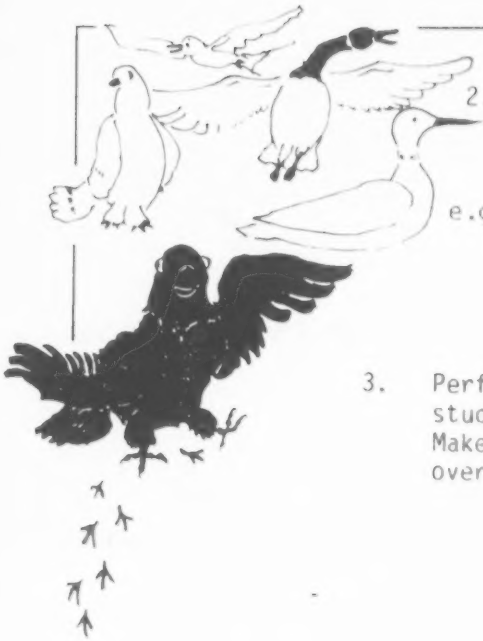
e.g., Owl tried to sleep

| Teacher | work |
|---|---|
| Mother | sew |
| Trapper | etc. |
| Hunter | |
| etc. | |

The raven croaked, caw caw.

| children | laughed | ha ha |
|---|---|---|
| principal | phoned | ring ring |
| janitor | swept | swish swish |
| etc. | etc. | etc. |

Write the new version with students' assistance. Have them illustrate the completed story.



2. Conduct interviews with Owl using a tape recorder and microphone. Have students take turns being the interviewer and Owl.

e.g., "You look pretty sleepy Owl. Why?"
"The raven croaked, awk awk, and I tried to sleep."
"What did the _____ do when you tried to sleep?"
"The _____ ..."
etc.

3. Perform a shadow play for the rest of the school. Have students make shadow puppet figures of the various birds. Make a large tree outline and pin it to the sheet. Use an overhead or film projector as a light source.

## Science/Social Studies

*1. Go on a hike to find nests (do not disturb them). Record where you saw the nests, what they looked like, etc. Try to identify what type of birds built the nests.
2. Collect nest-type materials (string, yarn, straw, etc.) and hang them in an onion bag. See which types of materials are taken first.
*3. Make a list of birds that stay in your area all year and those that are only seen at specific times. Find out where these birds live at other times of the year. What do birds who stay all year eat in in the winter? How do they keep warm?
*4. Mark migration routes of various birds on a large wall map with different coloured yarn.
*5. Brainstorm places where birds build nests and materials they use.

## Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

**ACTIVITY IDEAS**

TOPIC C: **WHERE BIRDS LIVE**

## Math

## Language Arts

1. Make up rhyming couplets about birds that return to your community in the spring.
   e.g., When you hear the robin sing
   You'll know that it will soon be spring
   When you see a snow-white swan
   You'll know that winter's sutely gone
   When you see the first snow-bunting
   It's time to go spring hunting
   If you see the first spring duck
   You'll always have good luck.
2. How many words can you make from the word MIGRATE?
*3. Make up a crossword puzzle about migratory/non-migratory birds.

**Music, Poems, Stories**

*1. Where Are the Ducks?
*2. Nests
*3. Better Fly On, Owl

**Art**

*1. Make a mural showing ducks/geese flying south.
*2. Try to build some bird nests using pebbles, grass, twigs, weeds, etc.

**Physical Education/Movement**

*1. Game: "Birds fly over the water."
*2. "Bird in the Nest"

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**Special Activities**

*1. Make paper bag masks of the various birds and act out the story Better Fly On, Owl.

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LESSON: **MIGRATION**

As this lesson emphasizes language related to Social Studies, you may wish to teach it during your Social Studies period.

**English Vocabulary** (* actually developed in this lesson)

* names of migratory birds (ducks, geese, sandpipers, hawks, etc.)
* names of non-migratory birds (ravens, gyrfalcons, ptarmigan, etc.)

**English Sentence Patterns** (* actually developed in this lesson)

What birds fly south for the winter?

* _____ fly south for the winter.
* _____ don't fly south for the winter.

How do the _____ know where to go?
(Scientists don't know.)

How far do the _____ go?

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustration 39)

Pictures of migratory/non-migratory birds
Migration map

## Concept Development/Language Exposure

1. Have a brainstorming session to find out how much students know about migration. Ask questions to direct their thinking.

   e.g., Have you ever seen a goose in _____ in the wintertime?
   What happens to the geese?
   Where do you think they go?
   Why don't they stay in _____ for the winter?
   etc.

2. Draw up a list with students of birds that stay all year and another list of birds that don't stay for the winter. Invite a wildlife officer to your classroom to talk about migration: Where certain birds go, how we find out about migration, etc. Have him add other birds to your lists.

3. Tell the following story with pictures of the birds mentioned (or birds appropriate to your community.)

### Where Are the Ducks?

By Barbara Britton and Sally Stewart

One day Mally and Jonasee were walking by the river with their grandmother.

"Granny, the ducks have all gone," said Mally. "Where are the ducks?"

"Winter is coming," said Granny. "Soon there will be snow everywhere and the water will turn to ice. The ducks need food and warm homes. Ducks fly south in the winter. They fly south to find food and warm homes."

"That's okay," said Jonasee. "We'll still have the geese."

"No," smiled Granny. "Geese fly south in the winter."

"What about eagles?" asked Mally.

"Eagles fly south in the winter," said Granny.

"And the peregrine falcons?" asked Jonasee.

"Peregrine falcons fly south in the winter," said Granny.

"Does that mean they will never come back?" asked Mally and Jonasee sadly.

"They'll come back again in the spring," said Granny. "You wait and see."

"Do all the birds fly south in the winter Granny?" asked Jonasee.

"See if you can find out for yourself," said Granny. "Look around all winter and see which birds stay with us."

So that's what Jonasee and Mally did.

When it was springtime, Mally and Jonasee said to Granny, "We've found out which birds stay in Iqloolik all year. Ravens don't fly south for the winter. Gyrfalcons don't fly south for the winter. Ptarmigan don't fly south for the winter."

"That's right," said Granny. "Very good."

4. Show migration routes of various birds on a large wall map using different coloured yarns.

## Language Practice

L 1. Tell the story again. Have students take turns hanging the appropriate birds on the clothesline.

L 2. Provide each student with a stencil showing all the birds mentioned in the story. As teacher tells the story they mark each bird as it is mentioned.

L/S 3. Students wear necklaces/labels identifying what types of birds they are. Teacher makes a statement such as "Geese fly south for the winter." All students wearing geese necklaces/labels get up and change places, then repeat the statement.

L 4. Teacher makes a statement such as "Ducks fly south for the winter." If the statement is true, students flap their wings (arms).

S 5. Place all the bird pictures in a bag. Pass the bag to the first student; s/he pulls out a bird and makes an appropriate statement about it. The rest of the class decides if the statement is true or false. Repeat until all students have had a turn.

S 6. Select five students to be ravens (or another non-migratory bird). The other students will be various types of migratory birds. (Have students wear the necklaces/labels from L/S #2.) Have the 'ravens' line up across the middle of the room and the other 'birds' at one end. When the teacher holds up a picture of one of the birds, all students wearing those labels say, "____ fly south for the winter." and try to run to the opposite side of the room without being caught by a 'raven'.

S 7. Have students stand in a circle holding hands with one student in the centre and one outside the circle. Teacher holds up a picture of one of the birds. If it is a migratory bird, the centre student says:

* ____ fly over the water, ____ fly over the sea
____ fly over the water
And you can't catch me.

The student outside the circle then tries to catch the centre student. Students in the circle try to obstruct the chaser by raising and lowering their arms.

If the picture is of a non-migratory bird, the centre students says:

"____ don't fly south for the winter.
So stay where you are!"

All students remain as they are.

(*Note: Be sure to practice this rhyme with the students before playing the game.)

R/W 10. Make a crossword puzzle with riddles for clues.

e.g., #1 Across - I'm a black bird.
I'm big.
I don't fly south for the winter.
I'm a _____. (RAVEN)

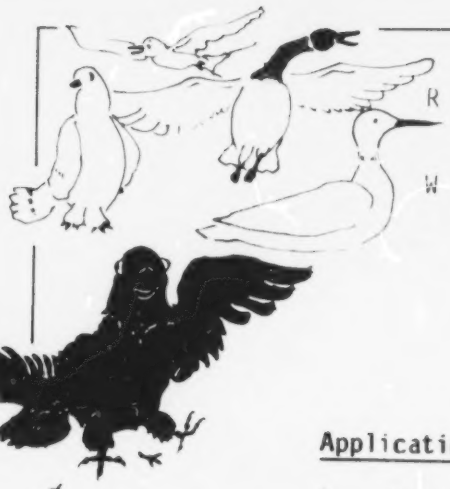
S/R 8. Make a chart:

| ___ fly south for the winter. | ___ don't fly south for the winter. |
|---|---|
| | |

Distribute bird pictures to students. Have them take turns placing their pictures on the appropriate side of the chart, then reading the statement. (Have them point out the words as they read to ensure that they attend to the print.)

R 9. Do sight word activities with the bird names

a) Match pictures to word cards
b) Pin word cards around the room. Call out one of the names. Have student shine a flashlight on the correct card.
c) Make matching flip books.




10. Repeat activity #8 using word cards instead of pictures.

11. Have students practice writing the bird names using a variety of media.

    e.g., feather dipped in paint
    fingerpaint
    string/yarn glued on paper
    etc.

**Application**

1. Keep a class diary of bird sightings. Draw pictures of the birds and note the dates that they were sighted.

2. Make a mural showing ducks/geese flying south. Make another mural that shows the birds that stay in your community all winter.

3. Teach students the poem "Winter Guests" (substitute birds that stay over the winter in your community) or "Four Little Birds" or "Blue Jay"; have them illustrate them and share them with another class.

LESSON: **NESTS**

As this lesson emphasizes language related to Science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

* nest/s
* twigs
* leaves
* pebbles
* grass
* moss
* down
* on the ground
* in the tree
* on the cliff
* in the rocks
* on the water
* in the bushes
* on the beach

**English Sentence Patterns** (* actually developed in this lesson)

* Nests made of _____.
* Nests in/on the _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required**

## Concept Development/Language Exposure

1. a) Read the following story to students:

**Nests**

by Sally Stewart and Barbara Britton

It was fall time. The nests were empty and the birds were gone. Grandmother said, "Mally and Jonasee, go and collect some down from the ducks' nests. I want to make warm jackets for you. I want to put the down into the linings to keep you warm."

Mally and Jonasee went to get the down. They walked and walked and walked. They came to some bushes.

"Look Mally! Here is a nest," said Jonasee.

"This is a ptarmigan's nest," said Mally. "A ptarmigan's nest is a hollow in the ground, lined with grass and moss."

"This is not a duck's nest," said Jonasee.

They walked and walked and walked. They came to some rocks.

"Look Mally! Here is a nest," said Jonasee.

"This is an owl's nest," said Mally.

"An owl's nest is a hollow in the rocks, lined with moss. This is not a duck's nest," said Jonasee.

They walked and walked and walked. They came to a lake.

"Look Mally! Here is a nest," said Jonasee. "This is a duck's nest."

"That's right, Jonasee! This is a duck's nest. How did you know?"

"A duck's nest is a hollow in the ground lined with grass, leaves and down to take home to Grandmother."

They collected lots of feathers and took them home to Grandmother. Grandmother made warm jackets for Mally and Jonasee. The jackets were lined with feathers. In the wintertime Mally and Jonasee were warm, just like baby ducks in a duck's nest!

b) Discuss the story with students. Focus on the types of materials used to build the nests and the places where the nests were built. Talk about other nests the students have seen. Make one list of the materials that birds use to build their nests and another list of places where nests may be found.

## Language Practice

L 1. Hop the line: Students stand behind a masking tape line. If teacher makes a true statement, students hop over the line. If the statement is false, students stand still.

e.g., "Nests made of twigs"
(Students hop the line)
"Nests made of bubblegum"
(Students stand still)

or

"Nests in the bushes" (Students hop the line)
"Nests in my shoes" (Students stand still)

L/S 2. Hot Potato: Seat students in a circle. Pass a 'nest' (playdough or plasticene) around the circle in time to music. When the music stops, the student holding the 'nest' must repeat a phrase.

e.g., "Nests made of twigs"

L/S 3. Substitution drill: Teacher makes a statement and provides an alternate ending. Students repeat the statement with the new ending.

e.g., Teacher: "Nests made of grass _ twigs"
Students: "Nests made of twigs "

S/R 4. Write the phrases on sentence strips. e.g.,

| Set A: | Set B: |
|---|---|
| Nests made of twigs | Nests on the ground |
| Nests made of grass | Nests on the water |
| Nests made of moss | Nests in the bushes |

etc.

a) Work with Set A first: Divide the class into enough groups so that there is one group per strip. Read the strip with each group. Have each member of the group read the strip. Have them point out specific words (e.g., "Which word says nests?"). Have the group draw a picture to illustrate their strip, or use real material to make a nest.

b) Have each group, in turn, place their picture and accompanying strip on the board. They may then chant it a few times and have the rest of the class echo chant it. When all groups have done this, chant each strip together as teacher points to the words.

Nests made of grass

Nests made of moss

Nests made of twigs

Nests made of feathers

Nests made of leaves

c) Rearrange the phrases (with student input) until you find an agreeable sounding sequence. Close the verse with:

Nests made of lots of things

All kinds of nests.

Chant with the students in a variety of ways.

e.g., All chant together.
Echo chant (teacher chants a line, students repeat).
Each group chants their own line.
One group chants, "Nests made of _____"; other group chants names of materials.
etc.

Repeat this procedure with the second pattern: Nests in/on the _____.

d) Record the entire poem on chart paper. Chant with students.

e.g., Nests made of twigs
Nests made of grass
Nests made of feathers
Nests made of moss
Nests made of lots of things
All kinds of nests!

Nests on the ground
Nests in the trees
Nests on the water
Nests in the bushes
Nest in many places
Nests everywhere!

W 5. Have students copy the poem to make individual booklets which they may illustrate.

**Application**

1. Invite the wildlife officer into your class to talk about the nests that different kinds of birds build.

2. Go for a "nest hunt." Try to identify the nests. Record a description of each nest that you see. Use these descriptions to assist you in painting a mural of birds and their nests.

3. Try to build some birds' nests using real materials. Is it easy or difficult?

4. Teach the students the poems "Bird Carpenter" or "Five Little Birds" and have them share it with other classes.

LESSON: **BETTER FLY ON, OWL!**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

**English Vocabulary** (* actually developed in this lesson)

* nest/s
* owl
* ravens
* ptarmigan
* ducks
* seagulls

**English Sentence Patterns** (* actually developed in this lesson)

* Better _____, Owl.
* This nest is full of _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required**

Book
Rebus story
Stencils

## BETTER FLY ON, OWL!

Based on the original Better move on, Frog!
by Ron Maris
Franklin Watts Inc., 1982

Adapted by M. Gilmour

Nests! Lots of nests!
Which one shall I have?

Better fly on, Owl.
This nest is full of ravens.

Better fly on, Owl.
This nest is full of ptarmigan.

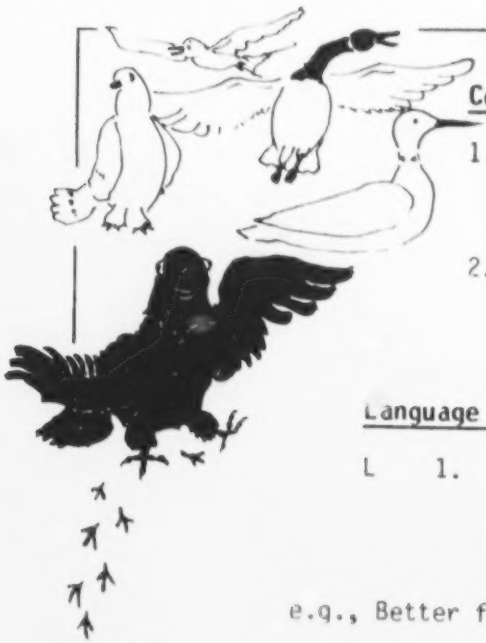
Better fly on, Owl.
This nest is full of ducks.

Better fly on, Owl.
This nest is full of seagulls.

But look!

Better move in, Owl.
And wait for the nest to fill up...

...like all the other nests.



## Concept Development/Language Exposure

1. Read the book to students. Have them try to guess what kind of birds will be in each nest before you turn the page.

2. Reread the story. Encourage students to 'read' along with you. Have them try to recall which birds are in each nest.

## Language Practice

L 1. Seat students in a circle. Pin a picture of one of the birds (raven, ptarmigan, duck or seagull) to each student's shirt. One student, Owl, stands in the centre of the circle. Teacher makes a statement.

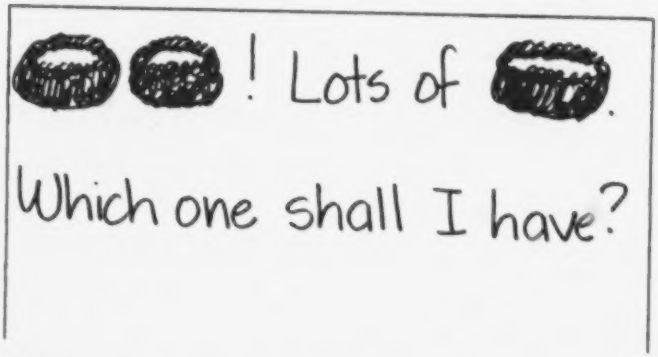
e.g., Better fly on, Owl! This nest is full of ravens.

All students wearing a picture of the bird named must change places before Owl gets to one of their seats.

If the teacher says, "Better move in, Owl," all students change places.

S 2. Have students act out story. One student plays Owl, one group plays the nestful of ravens, etc. Make paper bag masks. Mark off 'nests' on the floor with masking tape.

S/R 3. Make a rebus story. Chant with the students several times:




Divide students into groups. Each group chants a verse in turn. Cut story into verses and give a verse to each group. Have them hold it up as they chant.

R 4. Do sight word activities with the bird names.

e.g., a) Match picture and label
b) Scrambled words
c) Word hunts

L/S/R 5. Tell story as you place appropriate sentence strips in the pocket chart. Chant several times with students as you point to the words. Have students identify specified words (e.g., Show me the word ravens.). Remove sentence strips and distribute to individual students. Have them reconstruct the story in the pocket chart as you chant it.

S/R 6. Tape record the students chanting the story. Place the tape and the book at the Listening Centre.

W 7. Make up stencils for individual books using vanishing technique. Have students complete and illustrate their books.

e.g., Better fly on, _____.
This nest is full of _____.

Better _____ on, _____.
This _____ is full of _____.

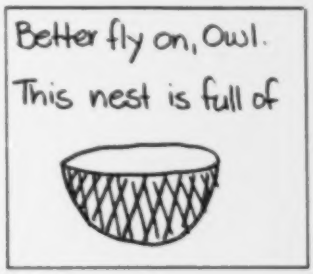
Better _____, _____, _____.
This _____ is _____ _____ _____.

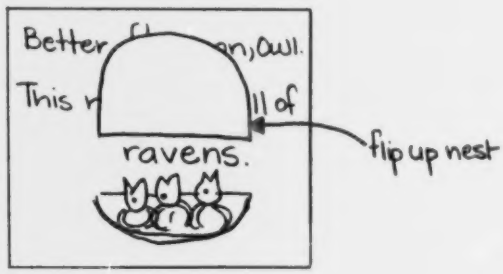
etc.

**Application**

1. Make a large 'flip-up' book of the story.

e.g.,




2. Use the structure to make new stories. Brainstorm ideas with students.

e.g., Better fly on, Owl.

| run by / hop by | hunter / rabbit |
|---|---|

This nest is full of ravens.

| | |
|---|---|
| house | ghosts |
| den | bears |
| etc | etc. |

3. Bird in the Nest: Divide class into three groups. Members of two of the groups find partners and hold hands. These are the nests. They decide whether they are ptarmigan or raven nests. (There could be some of both.) The remaining third of the class decide to be either ravens or ptarmigans. When the music plays, all the birds fly around. When the music stops they must find their nests. They go to one nest and say (if they are a raven), "Is this a raven's nest?" If the answer is, "This is a raven's nest," they are safe there until the music starts and they must fly around again. If they ask and it is the wrong nest, they have to keep "flying" until they find the right nest. Once they know how to play, have some of the 'nests' join the 'birds' so that there are not enough nests to go around. Ones with no nest have to sit out. Keep adding to the birds by letting the nests become birds until only one bird is the winner.

4. Make up finger rhymes about different birds and their nests:

This is a ptarmigan who doesn't have a nest. (Hold thumbs, wave hands)
This is a hollow in the ground. (Hold out one palm, cupped)
A ptarmigan's nest is a hollow lined with moss, (hold one hand on top of the other)
And now ptarmigan has a nest on the ground. (Make ptarmigan sign and nest sign)

## Science/Social Studies

*1. Build four bird feeders. Place one on the ground, one on a table, hang one by a window, and another on a tree trunk/telephone pole. Observe which birds prefer which feeders.
*2. Discuss the ways in which birds' beaks/feet are adapted to obtain food in different ways/eat different types of food.
*3. Classify birds as insect eaters, seed eaters, fish eaters, scavengers or rodent bird eaters.
4. Plant some bird seeds. See what kinds of plants grow from each type of seed.
5. String small chunks of fat on a thread. Leave enough room between the pieces to tie bright yarn bows to attract the birds' attention. Loop your garland over a branch or bush, or hang it from the roof.

## Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the simple lessons which follow. Spaces have been left for you to record your own activity ideas.

**ACTIVITY IDEAS**

TOPIC D: **FOOD**

## Math



## Language Arts

1. Make booklets using the frame sentence "A _____ eats _____."

**Music, Poems, Stories**

*1. Loon and Owl
*2. "Loons Eat Fish" (Tune: Farmer in the Dell)

**Art**

1. Use seeds that birds eat to make mosaic pictures on paper with glue.



**Physical Education/Movement**

116

**Special Activities**

1. Try to find some owl pellets. Examine them carefully. Can you see the bones of small animals that the owl ate? What kinds of animals do owls eat?

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LESSON: **FOOD**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

* loon/s
* owl/s
* ptarmigan
* hawk/s
* raven/s
* other northern birds
* fish
* mice
* twigs
* seeds
* carrion

**English Sentence Patterns** (* actually developed in this lesson)

* What do _____ like to eat?
* _____ don't like to eat _____. They like to eat _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustrations 41, 42 and 43)

Magnetboard figures: pictures of foods birds eat
Stencil

## Concept Development/Language Exposure

1. Brainstorm the foods that birds eat. Look at pictures of different northern birds. Try to guess what they might eat from the way they look. Establish that waterfowl prefer fish and aquatic plants, birds of prey eat meat, grouse eat moss, twigs, seeds, etc., and birds such as woodpeckers eat insects.

2. Tell the following story using magnetboard figures. As you tell it, place the appropriate food pictures beside each bird.

### Loon and Owl

By Barbara Britton and Sally Stewart

One day while Loon was walking on the shore she stepped on a sharp stone. "Ouch!" she cried, "I've hurt my foot." She tried to swim, but her foot was too sore. She tried to dive for fish, but her foot was too sore. "Oh dear," she cried, "I'm so hungry but I can't swim and dive for fish."

Just then, Owl came by. He said, "I can fly. I can hunt mice. Owls like to eat mice. I will hunt some mice for you."

"No, no, no!" said Loon. "Loons don't like to eat mice. They like to eat fish. Oh, I'm so hungry."

Owl didn't know what to do.

Just then, Ptarmigan came by. Owl said, "There's Ptarmigan. He can get some food for you.".

"No, no, no!" said Loon. "Ptarmigan like to eat twigs and seeds. Loons don't like to eat twigs and seeds. They like to eat fish. Oh, I'm so hungry."

Owl didn't know what to do.

Just then, Falcon came by. Owl said, "There's Falcon. He can get some food for you."

"No, no, no!" said Loon. "Falcons like to eat other birds. Loons don't like to eat other birds. They like to eat fish. Oh, I'm so hungry."

Owl didn't know what to do.

Just then, Raven came by. Owl said, "There's raven. He can get some food for you."

"No, no, no!" said Loon. "Ravens like to eat carrion. Loons don't like to eat carrion. They like to eat fish. Oh, I'm so hungry."

Owl didn't know what to do.

Just then, another bird came by. It had a fish in its mouth.

"Look," said Loon, "It's another loon. Another loon can get some food for me."

And that's just what happened.

3. Make a chart showing the various foods that birds eat. Hold up each bird and ask, "What do _____ like to eat?" Have the bird look at each food on the chart and make an appropriate response.

e.g., Loons don't like to eat ___. They like to eat ___.

| | | | | | | |
|---|---|---|---|---|---|---|
| loon | ✓ | X | ✓ | X | X | |
| hawk | ✓ | ✓ | ✓ | X | X | |
| | | | | | | |
| | | | | | | |

**Language Practice**

L 1. a) Give each student a stencil of the birds and foods mentioned in the story to colour and cut-out. As you tell the story have students hold up the appropriate birds/foods.

b) Make statements using the sentence pattern. If the statement is true students hold up the appropriate figures.

L 2. Hop the line: Make a line on the floor with masking tape. Students stand with their toes touching the line. Teacher makes a statement such as, "Loons don't like to eat mice. They like to eat fish." If the statement is true, students hop over the line. If it is false, they stand still.

L/S 3. Retell the story omitting key words or phrases. Have students provide these.

e.g., "Loons don't like to eat mice. Loons _____."

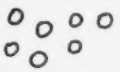
L/S 4. Place the birds on the magnetboard. Ask one student, "What do _____ like to eat?" Have him/her come up and place one of the food pictures beside the bird and make a statement: "_____ like to eat _____." If s/he is correct the rest of the students clap quietly. After some practice, let students take turns being the 'teacher'.

L/S 5. Have one student choose a bird and stand with his/her back to the rest of the class. The teacher asks "What do _____ like to eat?" The student says, "_____ like to eat _____." three times, then turns around and tries to catch as many students as possible.

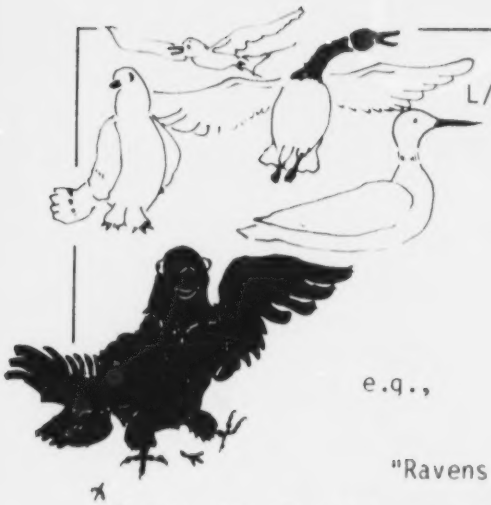
S 6. Have each student wear a bird necklace and sit in a circle. Pass around one of the food pictures as music plays. When the music stops, the student holding the 'food' must decide whether the bird s/he represents eats that food and make an appropriate statement.

S 7. Divide the class into two groups. Have each group rehearse the lines for their bird (Owl and Loon). With the teacher acting as narrator, have groups say their lines at the appropriate times.

S/R 8. Make a chart as shown.

| | like to eat _____. | don't like to eat _____. |
|---|---|---|
| |  | |
| | | |
| | | |
| | | |

Place the bird cut-outs and several copies of each food picture beside the chart. Have students take turn placing one of the birds and the appropriate foods on the chart. Have students make statements as you point to the words and pictures.



L/R 9. Make several of each of these sentence strips:

| like to eat |
|---|

| don't like to eat |
|---|

Place the bird pictures, food pictures, and the sentence strips face down in three piles. Student chooses an item from each pile, makes a sentence, and reads it to the class. The class decides if the statement is true or false.

e.g.,

| like to eat |
|---|

"Ravens like to eat garbage."

R/W 10. Provide each student with a worksheet based on activity #8 to work on individually or in pairs.

**Application**

1. Song:

**What Birds Eat**
By Sally Stewart
(Tune: The Farmer in the Dell)

Loons eat fish, loons eat fish
Loons swim and swim and swim
And dive for fish.

Hawks eat lemmings, hawks eat lemmings
Hawks fly and fly so high
And hunt for lemmings.

Ravens eat carrion, ravens eat carrion
Ravens squawk and squawk and squawk
And fight over carrion.

Ptarmigan eat seeds, ptarmigan eat seeds
Ptarmigan peck and peck and peck
And look for seeds.

Develop appropriate actions to do as you sing. Make up other verses about birds in your area.

2. a) Make a bird feeder. Roll paper into a ball, spread with peanut butter and roll in bird seed. Hang outside. Birds that eat insects and meat will eat the peanut butter. Birds that eat seeds will eat the seeds on the feeder. Watch the feeder for a week and make a record of the birds you saw and what they ate.

   b) Count the number of different birds that used the feeder and graph the results.

3. Make up a fingerplay based on the old favourite "This Little Piggie Went to Market."

This little bird ate _____.
This little bird ate _____.
This little bird ate _____.
This little bird had none.
And this little bird _____.

## Science/Social Studies

1. What other animals lay eggs? Make a mural depicting them (frogs, snakes, fish, crocodiles, turtles, spiders, snails, insects, dinosaurs, etc.)
*2. Compare the sizes/colours of eggs laid by various birds. Which birds lays the smallest egg? the largest?
3. Break open an egg. Identify the various parts: yolk, white, strings, air bag.

## Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the simple lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC E: **LIFE CYCLE**

## Math

1. Write math problems on egg shapes.
2. Make up problems involving eggs.
   e.g., Mother bird laid five eggs. One egg hatched. How many eggs are left?
   or

3. Put paper eggs in order by size: smallest -> largest

## Language Arts

*1. Put pictures in a sequence (building nest, laying eggs, sitting on eggs, eggs hatching, baby birds in nest).
2. Write vocabulary words on egg shapes.
3. Describe the way baby birds look (fuzzy, downy, soft, etc.)
4. Make a felt story depicting the life cycle of a bird.
*5. List all the ways that you can cook eggs.
*6. Make up legends about how the first bird came to be.



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## Music, Poems, Stories

1. "Baby Chick"
2. "Humpty Dumpty"
3. The Happy Egg by Ruth Krauss

*4. "Eggs, Eggs, Eggs"

*5. "First Things First"

## Art

1. Decorate eggs. Make them into mobiles.
2. Cut baby bird shapes from cardboard and cover with cotton batting. Draw nests and place birds in them.
3. Dye eggshells and crush them. Design simple pictures and glue the eggshells on the paper in mosaic-type designs.
4. Draw what you see when you slice a hardboiled egg in half. Slice other "roundish" things and draw their patterns.

*5. Make a mural showing different kinds of eggs.

## Physical Education/Movement

1. Dramatize: building nests, laying eggs, sitting on eggs, eggs hatching, feeding baby birds, etc.
2. Choose one student to be the Mother bird and have her leave the room. Two students are chosen to be the chicks. When the mother returns they call softly until she finds them.

*3. Egg and Spoon relay race.



## Special Activities

1. Make mini-planters by carefully removing a small portion of the shell from the pointed end of an egg. Fill the shell with soil and plant seeds.

*2. Make filmstrips of "First Things First."

LESSON: **FIRST THINGS FIRST**

As this lesson emphasizes language related to poetry, you may wish to teach it during your Language Arts period.

**English Vocabulary** (* actually developed in this lesson)

* first
* then
* nest
* eggs
* nestlings
* fledglings

**English Sentence Patterns** (* actually developed in this lesson)

* First _____, then _____.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustrations 45, 46, 47, 48 and 49)

Pocket chart cards
Small boxes

123

**First Things First**
By M. Gilmour

First things first.
First some birds, then a nest.
First things first.

First things first.
First a nest, then some eggs.
First things first.

First things first.
First some eggs, then some nestlings.
First things first.

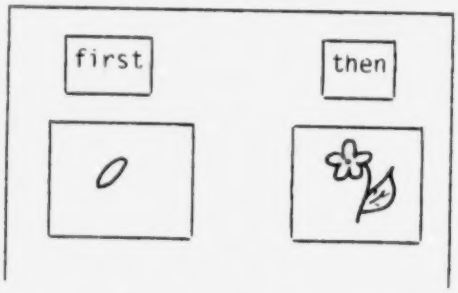
First things first.
First some nestlings, then some birds.
But which came first?

## Concept Development/Language Exposure

1. Review the concept of first. Have students point to the first object in a series of objects. Establish who was the first to sit down, finish work, get dressed for recess, etc.

2. Hold up one pair of pocket chart cards. Ask students which picture came first. Place that picture on the left side of the pocket chart and the corresponding picture on the right side. Make a statement using the sentence pattern.

e.g.,




"First a seed, then a flower."

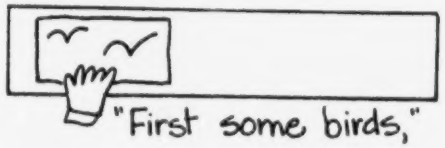
Repeat with each set of cards.

3. a) Determine what the students know about the life cycle of birds by asking questions:

e.g., What do the mother and father bird do to get ready for the eggs? (build a nest)
What happens after the eggs hatch?
What are baby birds called? (nestlings)
etc.

b) Recite the poem; place appropriate pictures in the pocket chart.

"First things first."



"First some birds,"

"then a nest."

c) Point to the pictures as you recite the poem again. Have students clap their hands to the beat of the poem.

**Language Practice**

L 1. a) Provide each student with a set of pictures. As you recite the poem, have them hold up the appropriate pictures.

L b) Pass out the master set of pictures. As you recite the poem, students holding the appropriate cards place them in the pocket chart.

L/S 2. Make statements from the poem omitting key words/phrases. Students say missing words/phrases. Provide visual clues.

e.g., Teacher: "First a nest, then some ___." (hold up picture of eggs)

Students: "eggs"

or Teacher: "First a nest, _____." (hold up picture of eggs)
Students: "then some eggs."

S 3. Chant the poem.

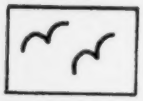
a) Together as a whole group.
b) Students: "First things first."
Teacher: "First _____, then _____."
Students: "First things first."
c) Class: "First things first."
Student #1: "First _____, then _____." (give visual clues)
Class: "First things first."

S 4. Have students tape their pictures together in sequence to make "filmstrips" and prepare small boxes to use as filmstrip viewers.

Have them chant the poem as they move the filmstrip through the viewer.

S/R 5. a) Chant the poem together as you place sentence strips and pictures in the chart.

e.g., First things first.

First some  then a

First things first.

Have students chant as you point to the words.

b) Place word cards over the pictures as you chant.

First some then a

birds nest

When all pictures have been covered, ask students to point to specified words.

e.g., Show me the word "nestlings."

Remove pictures from the pocket chart. Have students put them back in the correct places.

R/W 6. Write the poem on a stencil using vanishing technique. Have students fill in the missing parts using the poem in the pocket chart as a model.

e.g., First things first.
First some _____, then a _____.
First things first.

First _____ first.
First a _____, _____ some _____.
First _____ _____
etc.

**Application**

1. Use the frame sentence to make new poems. Brainstorm ideas with students.

Some ideas:

egg caterpillar cocoon butterfly

seed root stem leaf flower berry jam

baby boy teenager father grandfather

calf  caribou  hide  slippers

wake up  eat breakfast  go to school
eat lunch  go back to school  play
eat supper  watch T.V.  go to bed

2. Make up legends about how the first bird came to be.

3. Tell the students the story The Happy Egg. Students could illustrate it as a "T.V." story and share it with other classes.

LESSON: **EGGS, EGGS, EGGS**

As this lesson emphasizes language related to poetry, you may wish to teach it during your Language Arts period.

**English Vocabulary** (* actually developed in this lesson)

| | | | |
|---|---|---|---|
| * white | * bird | * fried | * Easter |
| * green | * frog | * boiled | |
| * blue | * fish | * scrambled | |
| * brown | * dinosaur | | |
| * speckled | * insect | | |
| * spotted | | | |

**English Sentence Patterns** (* actually developed in this lesson)

* _____ eggs.

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required** (See illustrations 51, 52, 53 and 54)

Pocket chart cards
Stencil

## Eggs, Eggs, Eggs

Based on the original Beans, Beans, Beans
by Lucia and James Hymes

Adapted by M. Gilmour

White eggs,
Green eggs,
Blue and brown eggs,
Speckled and spotted eggs,
Those are just a few.

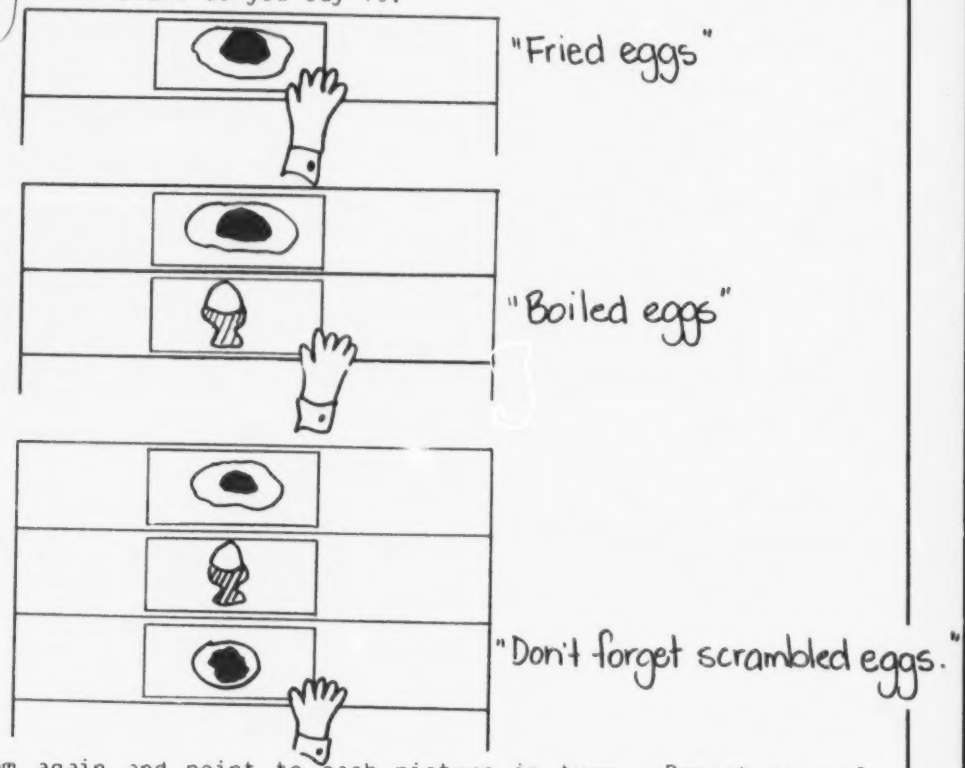
Bird eggs,
Frog eggs,
Little wee fish eggs,
Great big dinosaur eggs,
And insect eggs too.

Fried eggs,
Boiled eggs,
Don't forget scrambled eggs.

Last of all, best of all,
I like Easter eggs.

## Concept Development/Language Exposure

1. Say the poem. Place appropriate eggs in the pocket chart as you say it.




Repeat the poem again and point to each picture in turn. Repeat several more times having students tap out/clap/hum the rhythm as you say the poem.

2. Do cooking activities using eggs in the way described in the poem: fried, boiled, scrambled to be sure students understand the vocabulary.

## Language Practice

L 1. Distribute pictures. As you chant the poem have students holding pictures place them in the pocket chart.

L 2. Change game: Have pairs of students stand back to back with elbows interlocked. Tell them to listen for a specified word/phrase. When they hear it they must change partners.

e.g., Change when you hear "fish eggs."
"four eggs, fried eggs, five eggs, fish eggs"

L/S 3. Divide the class into two teams. Have an "egg and spoon" race. The runners from each team must repeat whatever the teacher says (e.g., "bird eggs, frog eggs, little wee fish eggs"), then run to the finish line balancing an egg on a spoon. The winner's team receives one point.

L/S 4. Pass the egg: Have students sit in a circle and pass an egg around in time to music. When the music stops, the student holding the egg must repeat whatever the teacher says (e.g., "fried eggs, boiled eggs").

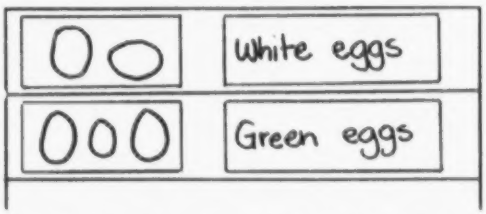
S 5. Place pictures in pocket chart. (Work with only one verse at first.) Chant with students. Have them close their eyes as you remove one of the pictures. Have them tell you which one is missing.

L/S 6. Middle man: Place egg pictures (2 sets) in two lines on the floor. Assign a student to each picture. Place a third set of pictures in a "nest" between the two lines. One student, the middle man, selects a picture from the "nest" and identifies it (e.g., "blue and brown eggs"). The two students standing on the same pictures attempt to trade places before the middle man gets to one of their pictures. The student left without a place becomes the middle man.

S 7. a) Place pictures in the pocket chart and chant the poem together.

b) Have small groups or individual students chant different lines/verses.

S/R 8. a) Chant the poem again with the whole class. Place sentence strips beside the pictures as you chant.

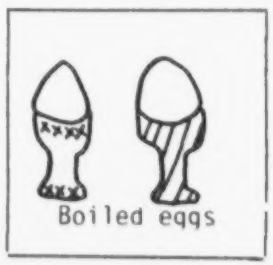



Have students chant as you point to the words.

b) Remove sentence strips from the chart (begin by removing two, then three, etc.) and give them to students. As you chant the poem, those students holding strips must put them back in the appropriate places.

R/W 9. Give each pair of students a sentence strip. Have them read the phrase, then copy and illustrate it on a large sheet of paper.

e.g., Boiled eggs



Put the pages together to make a Big Book. Tape the students chanting the poem. Place the Big Book and tape in the Listening Centre.

**Application**

1. a) Discuss the way in which the poem is put together: the first verse describes how the eggs look; the second verse describes different kinds of eggs; the third verse describes ways of cooking eggs; the fourth verse describes "fantasy" eggs.

   Brainstorm other words that fit into these categories and begin new categories of "egg" words.

   b) Provide each student (or pair of students) with a copy of the stencil. Have them make up their own versions of the poem.

2. Make murals depicting all the different kinds of eggs.

3. Make new poems on any other topic using the structure of Eggs, Eggs, Eggs.

4. Find out what different kinds of birds' eggs look like: size, colour.

_____, _____, _____

_____ eggs,
_____ eggs,
_____ and _____ eggs,
_____ and _____ eggs,
Those are just a few.

_____ eggs,
_____ eggs,
_____ _____ _____ eggs,
_____ _____ _____ eggs,
And _____ eggs too.

_____ eggs,
_____ eggs,
Don't forget _____ eggs.

Last of all, best of all,
I like _____ eggs!

by _____

| Science/Social Studies | Teacher's Notes |
|---|---|
| *1. Invite a Wildlife Officer to your class to discuss the ways in which people can help birds (conservation laws, bird sanctuaries, etc.)<br>2. Find out where bird sanctuaries are located in the N.W.T. Mark them on a map.<br>3. Discuss the many ways in which people use birds (feathers, meat, eggs, etc.)<br>4. Discuss birds which are now extinct or endangered (whooping crane). | These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the simple lessons which follow. Spaces have been left for you to record your own activity ideas. |



ACTIVITY IDEAS

TOPIC F: **PEOPLE AND BIRDS**

| Math | Language Arts |
|---|---|
| | *1. Make word wheels to record synonyms. |





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**Music, Poems, Stories**

1. "Fuzzy Ducklings"

**Art**

**Physical Education/Movement**

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**Special Activities**

1. Prepare eggs in various ways - boiled, scrambled, fried, omelette, eggnog, etc.
2. Prepare a meal with ptarmigan/duck/grouse or some other northern bird.

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LESSON: **CONSERVATION**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

**English Vocabulary** (* actually developed in this lesson)

* destroy/destroyed/destroying
* disturb/disturbed/disturbing

**English Sentence Patterns** (* actually developed in this lesson)

* People can help birds by _____.
  - not touching their eggs
  - not disturbing their nests
  - not destroying their nests
  - not killing them for fun

**English Language Concepts** (* actually developed in this lesson)

**Special Materials Required**

## Concept Development/Language Exposure

1. a) Tell the following story using outline figures of Mally, Jonasee, Simon and Dad. Use blown eggshells and a nest (which you've made) as props.

### The Duck's Eggs
By Sally Stewart

Mally and Jonasee were at fish camp with their cousin Simon.

Mally, Jonasee and Simon went to get some water. On the way they found a duck's nest. There were twelve eggs in the nest.

"I know something fun to do." said Simon. He ran and jumped on the nest. The eggs were smashed and the nest was destroyed. Simon laughed.

Mally and Jonasee did not laugh.

After the children got the water, Simon said, "I don't want to help carry the water back to camp. I want to play."

Mally and Jonasee went back to camp. Simon did not go with them.

It got later and later and later.

Dad said, "Let's go and find Simon."

"He must be hungry," said Mally.

"I'm sure he found something to eat," said Dad.

Dad, Mally and Jonasee walked for a long time. Then they heard someone crying. It was Simon.

Simon was very happy to see them. "I was lost," he said. "I'm so hungry."

Dad said, "We don't have any food and we have a long walk back. There is a duck's nest by the river. We can take two eggs from the nest for you to eat and leave the rest to grow into baby ducks. We will take the eggs because you are very hungry."

But when they got to the nest it was destroyed and the eggs were smashed.

"What happened?" asked Dad.

Simon said, "I smashed the eggs and destroyed the nest for fun. Now I am very hungry and I have no food."

"Just think," said Mally, "if everyone smashed eggs and destroyed the nests there would be no more ducks."

"We have to kill to eat," said Dad. "We never kill for fun. The land gives us life and we take care of the land and all its animals. We take only what we need."

b) Discuss vocabulary from the story with which students may not be familiar.

e.g., What does it mean when we say that something is destroyed? Can you think of other words that mean almost the same as destroy? (Make word wheels to record these synonyms.)

Try to use these words in sentences.

c) Discuss students' reactions to the story. How did you feel when Simon smashed the eggs? How would you feel if you saw one of your friends do that? What would you do?

2. Invite the local wildlife officer into your classroom to talk about the ways in which people can help to protect birds (e.g., Why you shouldn't touch the eggs or nest, why there are rules about when certain birds can be hunted, why some birds cannot be hunted, etc.).

3. Use a bird puppet (have students name it) to help students develop a list of ways in which people can protect birds. Review the list with the puppet using the sentence pattern.

**Language Practice**

L 1. Have students stand on a line of masking tape facing the teacher. Have the bird puppet make a statement preceded by the words "(Puppet's name) says." Then the students may take one step forward.

e.g., Big Bird says, "People can help birds by not touching their eggs."

If the puppet does not use the words "(Puppet's name) says," the students stand still. Any students who do move must return to the line.

e.g., "People can help birds."

L 2. Teacher makes a statement. If it is true, students make bird sounds. If it is false they remain silent.

e.g., "People can help birds by not killing them for fun." (T)
"People can help birds by smashing their eggs." (F)

L/S 3. Gossip: Teacher whispers a statement in first student's ear who whispers it to next student, etc. The last student repeats the statement out loud.

L/S 4. Substitution drill: Teacher makes a statement, then provides another ending for students to substitute.

e.g., Teacher: "People can help birds by not touching their eggs. by not killing them for fun."

Students: "People can help birds by not killing them for fun."

S/R 5. a) Have students dictate statements about the ways in which people can help birds. Record on an experience chart. Read the chart with students.

R/W b) Cut the chart into sentence strips. Give one strip to each group of students. Have each group design a poster to illustrate their statement. They may then copy the statement onto the poster.

**Application**

## CULMINATING ACTIVITIES

1. a) Make up a poem using this sentence pattern:

Some birds _____
Some do not.

Brainstorm possible endings. Have each student contribute at least one verse.

e.g., Some birds have webbed feet.
Some do not.

End the poem with "But all birds _____." Brainstorm many possible endings. Have students choose the one they like best.

b) Chant the poem (written on chart paper) many times: as a whole class, each student reading his/her verse, one student reading first line and class reading "Some do not.", etc.

c) Make a "T.V." story of the poem. Present it to other classes.

2. Brainstorm the names of birds in your area and rhyming words for each. Make up your own silly verses. Have students illustrate the rhymes. Put them together to make class books.

e.g.,

| What Do They Say? | What Do They Do? |
|---|---|
| Does a duck cluck? | Does a duck drive a truck? |
| Does a snowy owl howl? | Does a snowy owl scowl? |
| Does a loon sing a tune? | Does a loon use a spoon? |
| Does a hawk squawk? | Does a hawk wear a sock? |
| Does a whiskey jack quack? | Does a whiskey jack snack? |

## EVALUATION ACTIVITIES

It is important to assess what your students have learned during this unit. The following activities evaluate language and concepts.

You can do them orally (in small groups or with individuals) to test listening and speaking or on paper to test reading and writing. These are only suggestions; you can substitute different content or vocabulary items to make them more appropriate for your students. You probably will want to include many other activities as well.

1. Tell or give the students four or five words or phrases. Have them indicate which do not belong.

   living things: ptarmigan, skidoo, raven, fish, snowy owl
   parts of birds: beak, feathers, antlers, wings, hooves

2. Tell or give the students sentence beginnings to match to sentence endings.

| | |
|---|---|
| A raven has claws | for walking on snow. |
| A ptarmigan has feathered feet | for catching small animals |
| An owl has sharp talons | for swimming |
| A goose has webbed feet | for scratching and tearing. |

3. Tell or give the students the beginning of a sentence and a number of possible sentence endings. They indicate which sentence endings are appropriate for the sentence beginning.

| | |
|---|---|
| Living things can | drink. |
| | eat. |
| | have babies. |
| | talk. |
| | die. |
| All birds | fly south for winter. |
| | have beaks. |
| | have webbed feet. |
| | eat fish. |
| | make nests. |
| | have babies. |

4. Tell or give the students a description of several animals. They have to indicate which animal each description fits.

   It is black. It is very smart. It eats lots of things. _____
   It is short and fat. It is brown in summer. It does not go south for the winter. It is white in winter. _____

5. Tell or give students a simple story about several birds. Deliberately make some mistakes in the story. Students try to catch your mistakes and correct them.

6. Give the students pictures of birds from the unit. They identify each, label as many parts as they can and write or tell about what they eat , where they live, etc.

## POEMS, SONGS, AND STORIES

**BIRD TALK** (Source Unknown)
By Aileen Fisher

"Think ..." said the robin,
"Think ..." said the jay,
sitting in the garden,
talking one day.

"Think about people -
the way they grow:
they don't have feathers
at all, you know.

They don't eat beetles,
they don't grow wings,
they don't like sitting
on wires and things.

"Think ..." said the robin,
"Think ..." said the jay,
"Aren't people funny
to be that way?"

**WINTER GUESTS** (Source Unknown)
By Elsie S. Lindgren

Hurrah for the bravest birds of all!
They did not fly away last fall.
They do not mind the ice and snow,
but sing a song when north winds blow.
Jet black raven, junco gray;
rusty sparrow and jaunty jay;
and chickadee in a white vest -
I love these winter birds the best.

**THE ROBINS** (Source Unknown)

First, a little nest high in a tree.
Next four tiny eggs of blue.
Now a mother robin to keep them warm
'Til the hatching time is due.

Then some spring morning
There'll be a loud cry:
"Chee-up! Chee-up! Bring us food!"
And mother robin will have to work fast
To feed her dear little brood.

So I will watch for the robins
Who come each spring.
And stay through the summer to cheerfully sing:
"Chee-ree! Chee-ree! Chee-ree-up!"

**BIRD CARPENTER**
(Source Unknown)
By Leland B. Jacobs

Carpenters use nails and hammers,
Planes and levels,
Saws and rules.

Birds build houses so much simpler -
Beaks are all
They have for tools.

**FIVE LITTLE ROBINS**
(Source Unknown)

Five little robins lived in a tree.
Father,
Mother,
And babies three.
Father caught a worm.
Mother caught a bug.
The three little robins
Began to tug.
This one got a bug.
This one got a worm.
This one said, "Now it's my turn."

**IF I WERE A BIRD**
(Source Unknown)

If I were a bird, I'd sing a song,
And fly about the whole day long.
And when the night came, I'd go to rest
Up in my cozy little nest.

**ONCE I SAW A LITTLE BIRD**
(Source Unknown)

Once I saw a little bird
Go hop, hop, hop.
And I cried, "Little bird,
will you stop, stop, stop?"
I was going to the window
to say "How do you do?"
But he shook his little tail
and away he flew.

## BIRD STORY
(Source Unknown)

A father and mother bird
  (Do appropriate actions)
Lived in a tree.
In their nest were babies,
One, two, and three.
The parent birds fed them
All day long.
And soon the babies
Were big and strong.
They fluttered down
From the nest one day,
And hid in some bushes
Not far away.
The father bird saw
A cat creep by.
He cried: "My children,
You'll have to fly!
You needn't be fearful,
Just follow me!"
And off they flew
To their nest in the tree.

## FIVE LITTLE BIRDS
(Source Unknown)

Five little birds without any home,
  (Do appropriate actions)
Five little trees in a row.
Come build your nests
In our branches strong,
We'll rock you to and fro.

## THE RAVEN FAMILY

(Source Unknown)
Based on the original The Crow Family
By Louise Binder Scott and Virginia Sydnor Pavelko

Five sly ravens were as black as could be,
And they lived in the top of an old spruce tree.
"Caw, caw, caw!"

Grandfather Raven sat out on a limb,
And he sang a song that was splendid for him.
"Caw, caw, caw!"

Grandmother Raven flew low in the tree,
And she sang a song that was quite off key.
"Caw, caw, caw!"

Black Mother Raven was perched on her nest,
And she sang a song that she knew the best.
"Caw, caw, caw!"

Black Father Raven found a bright shiny thing,
My gracious, you should have heard him sing!
"Caw, caw, caw!"

Black Baby Raven, who was so wee and small,
Couldn't sing his song very well at all!
"Caw, caw, caw!"

Five sly ravens were as black as could be,
And they lived in the top of an old spruce tree.
"Caw, caw, caw!"

**THE BIRDS' PARTY**
(Source Unknown)
By Evelyn Goddard

The crow told the robin
The robin told the hen
The hen told the snowbird
The snowbird told the wren
The wren told the towhee
The towhee told the crow,
Who said, "My goodness gracious me!
I know! I know! I know!"

The sparrow told the chickadee
Who told the vireo
Who told a chatty bluejay
Who shouted to the crow,
"There's going to be a party soon,
A party in the snow."
The crow said, "Goodness gracious me!
I know! I know! I know!"

The birds ate up the suet crumbs
And apples in the snow
And crackle from a sweet back ham
And raisins in a row.
And when they all had feasted
They said, "It's time to go."
At least that's what the others said -
What said the big black crow?

## WINTER BIRDS
(Source Unknown)
By Aileen Fisher

I can't go visit a snowbird -
I don't know where he stays.

I can't go visit a chickadee -
he has such flitty ways.

I can't go visit a bluejay
atop a snowy tree,

And so I scatter seeds around
and have them visit me.

## FOUR LITTLE BIRDS
(Source Unknown)

Four little birds all huddled together.
Said this little bird,
"My, what cold weather,"
Said this little bird
"The sky is so grey,"
Said this little bird,
"That means we can't stay,"
But this little bird never opened his mouth,
And they all left the tree,
And flew away south.

## THE REASON FOR THE PELICAN
By John Ciardi
(Source Unknown)

The reason for the pelican
Is difficult to see:
His beak is clearly larger
Than there's any need to be.

It's not to bail a boat with -
He doesn't own a boat.
Yet everywhere he takes himself
He has that beak to tote.

It's not to keep his wife in -
His wife has got one, too.
It's not a scoop for eating soup.
It's not an extra shoe.

It isn't quite for anything.
And yet you realize
It's really quite a splendid beak
In quite a splendid size.

## BIRDS

By Aileen Fisher
(Source Unknown)

How do birds sleep
in the maples and birches?

By using the branches
for open air perches.

Why don't they fall?
Aren't they taking big chances?

Not when their toes
make a clamp on the branches.

Small birds, tall birds,
old bird, bold birds,
new birds, bluebirds,
gay birds, jay birds,
strong birds, songbirds,
birds that sing and birds that cackle,
robin, chicken, goldfinch, grackle....
any bird that you can mention
doesn't have the least intention
of wearing shoes at any season.
And, you see, there is a reason:

Look at the linnet
swinging on a briar,
gone in a minute
to balance on a wire....

Look at the flicker
jerking up a tree,
no one is quicker
at climbing than he....

Look at the sparrow
hopping past a weed;
under the yarrow
he scratches up a seed....

The duck on the river
takes a look at him -
webbed feet quiver
and make him swim.

Birds? They are clever
but where would they be
if they ever, ever, ever,
wore shoes like me?

**BLUE JAY.**
By Leland B. Jacobs
(Source Unknown)

Blue jay, blue jay,
Out in the snow,
Don't you mind
How the sharp winds blow?

Blue jay, blue jay,
Don't you care
That the grass is gone
And the trees are bare?

Blue jay, blue jay.
Can it be
You stayed to
Keep me company?

**WOODPECKER**
By Tom Robinson
(Source Unknown)

The woodpecker there in that tree
Discombobulates me!
He keeps knocking and knocking and knocking till I
Get so angry! For why
Can't he see
There's no door in that tree!
He knocks all around
From the top to the ground
On the trunk. Then flies out on a limb.
It's so foolish of him!
If I'd knocked on one tree
As often as he,
I'd make up my mind
There was no door to find.
If I knocked any more
It would be
On some other tree
That might have a door
I could see.

## THE HAPPY EGG

By Ruth Krauss
Scholastic Book Services, 1967

There was a little little bird

It was just born.
It was still an egg.

It couldn't walk.
It couldn't sing.
It couldn't fly.

It could just get sat on.

So it got sat on
and sat on

and sat on
and sat on

and sat on
and sat on
and sat on
and sat on

And one day,

POP! Out it came.

It could walk

It could sing.

It could

fly.

It could someday sit
on other happy eggs.

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## THREE LITTLE DUCKS

By June Melser and Joy Cowly
A Story Box Book, Ginn & Co., 1980
(Copyright permission requested)

Crack, Crack, Crack.
One little duck,
two little ducks,
three little ducks,
came out of the eggs.
Mother duck looked after them.
"Come and walk," said Mother duck.
And, waddle, waddle, waddle, they did.
"Come and swim," said Mother duck.
And paddle, paddle, paddle, they did.
"Come and eat," said Mother duck.
And, gobble, gobble, gobble, they did.
"Come and sleep," said Mother duck.
And, snuggle, snuggle, snuggle, they did.
"Come and hide," said Mother duck.
And very, very quietly, they did.
One day Mother duck said, "Come and fly."
And, flop, flop, flop, they couldn't.
Then...
flap, flap, flap, they did.

## OLD LUCY LINDY AND THE RAVENS

Based on the original Old Lucy Lindy and the Pigeons
by Leland Jacobs
(Source Unknown)
Adapted by M. Gilmour

Old Lucy Lindy lived alone.
She lived in an old house.
The old house had an old yard.
Around the old yard was an old fence.
Old Lucy Lindy lived alone.
So she talked to herself.
"My!" she said to herself.
"My, my!"
Now, old Lucy Lindy liked to live alone.
She didn't like dogs.
She didn't like cats.
And especially she didn't like ravens.
"My!" said old Lucy Lindy to herself. "I don't like ravens."
But ravens came to Lucy Lindy's old house.
They came to her old yard.
They can to her old fence.
Everyday old Lucy Lindy said,
"Go away ravens.
Go away from my fence.
Go away from my yard.
Go away from my house."
But everyday the ravens came back.
"My!" said Lucy Lindy to herself.
"What shall I do?"
One morning Lucy Lindy said to herself,
"I know what I'll do."
All day she was busy.
She was busy with a hammer.
She was busy with nails.
She was busy with a brush.
Old Lucy Lindy made a sign.
The sign said,
**RAVENS, GO AWAY!**
She put the sign in the yard.
Then she went to bed.
The next morning Lucy Lindy went outside.
"My, my!" she said to herself.

There were ravens on the fence.
There were ravens in the yard.
There were ravens on the house.
There were even ravens on the sign.
Old Lucy Lindy looked and looked.
She shook her head.
"My!" said Lucy Lindy to herself.
"What stupid ravens.
They can't even read."

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